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ABSTRACT

Plans for the 1980s for Pennsylvania State University are presented. Some of the forces for change--enrollment shifts, threats to faculty vitality, new student interests, and eroding financial resources--are considered. Three main themes of the university are quality, selectivity, and flexibility. The following areas are examined: the university's land-grant heritage; university missions in the areas of instruction, research, and public service; missions of the various campuses: and the need for new emphases in health-related programs, international programs, energy programs, and the role of technology. Enrollment prospects are considered for higher education in general, undergraduates, graduates and medical students, and nondegree credit enrollment at on-campus locations. Additional areas are also considered: professional development and vitality of faculty, affirmative action, academic personnel policies, academic leadership, faculty governance, and responsiveness to demands concerning instruction, research, and public service. Academic concerns and expectations of students, concerns for extracurricular activities, and the diverse student population are covered. Other topics concern expenditure policies for specific areas, internal reallocations, income policies, state appropriations, external contracts and grants, private gifts, student tuition, and capital budget planning. A summary of recommendations is included. (SW)

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A PERSPECTIVE ON THE '80s

AGENDA FOR ACTION FOR THE PENNSYLVANIA STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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- Penn State in the 1980s
- Missions
- Enrollment Prospects
- The Development of Strength: Faculty and Professional Staff
- The Development of Strength: Students
- The Challenge of the 1980s: Resource Requirements
- The Agenda

HE 012 683

A PERSPECTIVE ON THE '80s

Agenda for Action for
The Pennsylvania State University

Adopted by the Board of Trustees
January 19, 1980
University Park, Pennsylvania

THE PENNSYLVANIA STATE UNIVERSITY
201 OLD MAIN
UNIVERSITY PARK, PENNSYLVANIA 16802

Office of the President

To Members of the University Community and Friends of Penn State

I am pleased to present to you "A Perspective on the '80s: Agenda for Action for The Pennsylvania State University" approved by the Board of Trustees on January 19, 1980. "A Perspective on the '80s" provides directions for addressing the critical issues confronting Penn State especially during the first years of this new decade. This is not a prescriptive document, but, consistent with one of its themes, seeks flexibility in the delivery and administration of the University's programs.

I have set forth below what I believe are the basic statements made in the document--those which are reaffirmed and those which suggest a significant new direction. To begin, "A Perspective on the '80s" reaffirms some fundamental policy orientations of Penn State:

1. Commitment as Pennsylvania's Land-Grant university and principal State University to provide statewide educational services to the citizens of the Commonwealth;
2. Importance of undergraduate instruction and the significant role of the Commonwealth Campuses in this mission;
3. Recognition of the role of research and graduate education in a major university and the need to strengthen this mission;
4. Support of the long-term statewide program of public service, including Continuing Education, Cooperative Extension, and related cultural and information service programs; and
5. Commitment to work with all constituents in the consideration and development of University policy for the '80s.

Beyond these reaffirmations, several major policy directions are established by the report. These directions are embedded in the themes of quality, selectivity, and flexibility.

First, like institutions such as the Universities of California, Illinois, Wisconsin, and Minnesota, Penn State combines its responsibilities as the only Land-Grant and statewide public university in the Commonwealth to make Penn State the capstone of the Commonwealth system of higher education. To be recognized as the capstone university, Penn State must emphasize the quality of its programs while it maintains statewide responsiveness to the needs of the citizens of Pennsylvania. The emphasis on quality rather than quantity may mean that in the decade ahead the University may diminish the breadth of its offerings in order to concentrate on its superior and unique capabilities.

Second, in the decade of the '80s, Penn State will maintain its current admissions standards even though this action may directly affect some enrollment levels. The maintenance of standards recognizes that the provision of access is a responsibility shared by all higher education institutions in the Commonwealth.

Since an educational environment of quality requires a capable and diverse student body, recruitment will aim to strengthen both the quality and diversity within the student body, including the recruitment of transfer students, out-of-state residents within the limitations set by the Board, and nondegree students in programs designed especially by the Commonwealth Campuses to meet the needs of their local communities.

Third, the charge of the Commonwealth Campuses to work with their advisory boards to meet the needs of citizens within their local areas will increase the diversity among the campuses and strengthen the individuality and distinctiveness of each campus.

Fourth, a variety of sources of revenue will be needed for Penn State to fulfill its many roles. The Commonwealth must be persuaded to assume its responsibility to support at least a 50 percent share of the cost of education and to meet annually the increased cost of this share resulting from inflation. The proportionate share to the student of the cost of education should not be increased beyond the current proportion. Support from private sources should be increased substantially. To achieve this added expenditures and a reorganization in the office responsible for soliciting private support will be required.

Fifth, two funding priorities to maintain quality are already clear. Personnel compensation must remain high and competitive if high quality faculty and staff members are to be appointed and retained. An excellent library as well as information systems and computer capability are needed because these areas strengthen all programs within the University.

In addition to setting forth desired directions for the University, the document makes some important assumptions relating to enrollment during the '80s. An entire chapter, Chapter III, delineates these assumptions and their implications. Three assumptions seem pertinent to mention here. First, the overall contraction of the pool of high school graduates will have an impact on Penn State's undergraduate enrollment. Second, an increase in the 26 and older population will present to the Commonwealth Campuses in particular an increased opportunity to provide noncredit programs for professional and vocational updating and retraining. Third, the major unknown in enrollment projections is the future rate of college participation among all age sectors of the population. Penn State's strength and diversity among program offerings and its thousands of alumni living in the Commonwealth will be increasingly valuable assets in the '80s. In my view, Penn State is entering the decade in a reasonably favorable position.

The motion to adopt the Perspective resolved that the Board of Trustees:

1. Agrees in principle with the assumptions and the directions set forth in the Perspective, including the agenda of actions which will be needed to implement them;

2. Requires that approval be sought for all specific changes which require Board action; and

3. Requires that an annual review of the assumptions and implementation be conducted in conjunction with the five-year planning and budget process and its outcome reported to the Board of Trustees.

At the same meeting, the Board adopted a special commendation of the participants involved in the development of the Perspective.

WHEREAS, The Board of Trustees has adopted the document, "A Perspective on the '80s: Agenda for Action for The Pennsylvania State University;" and

WHEREAS, This document will provide the University community with a sense of direction in developing recommendations for adoption of policy and actions by the Board of Trustees and other appropriate bodies within the University; and

WHEREAS, The document was developed with a high degree of openness and full community participation, as well as an approach that was both multi-disciplinary and multi-functional;

NOW THEREFORE BE IT RESOLVED, That the Board of Trustees expresses its sincere appreciation to and commendation of the administration, the Steering Committee, its staff, and all others who assisted the Steering Committee in the development and production of this major statement.

Many changes and new developments will influence the course of Penn State during the next decade. Responsiveness to change is an important part of implementing long-term policies. With the full endorsement of "A Perspective on the '80s" by the Board of Trustees, I commend this report to you.

Sincerely,

John W. Oswald

John W. Oswald
President

7

CONTENTS

Page

TABLES ix

FIGURES ix

PREFACE xi

PROLOGUE FOR THE '80s 1

I. PENN STATE IN THE 1980s

- Forces for Change 3
  - Enrollment Shifts 3
  - Faculty Vitality 3
  - Student Interests 3
  - Financial Resources 4
- Objectives in the '80s 4
  - Quality 4
  - Selectivity 6
  - Flexibility 6
- Toward a New Decade 7

II. MISSIONS

- Penn State's Land-Grant Heritage 9
- University Missions 10
  - Program Priorities 10
  - Instruction 11
    - Undergraduate Education . 11
    - Graduate Education 13
    - Extended Degrees 13
  - Research 13
    - Agricultural Experiment Station 15
  - Public Service 15
    - Continuing Education . . . 15
    - Cooperative Extension . . 15
    - Other Public Service . . . 16
- Campus Missions. 16
  - University Park 16
  - Commonwealth Campuses . . . 18
  - The Milton S. Hershey Medical Center 20
  - Behrend College 21
  - Capitol Campus 21
  - Radnor Center for Graduate Studies and Continuing Education 22
- Need for New Emphases 23
  - Health-Related Programs . . 23

Page

  - International Programs 24
  - Energy Programs 24
  - Technological Change 25
- Conclusion 25

III. ENROLLMENT PROSPECTS

- Factors Affecting Higher Education Enrollments 27
  - Population 28
  - Participation 30
  - Alternatives for the Future 30
  - Impact Upon Penn State . . . 30
- Resident Credit Enrollment . . 31
  - Undergraduate Degree 31
  - Graduate and Medical Degree 31
  - Nondegree Credit Enrollment at On-Campus Locations . . 32
  - University-Wide Impact . . . 32
- Resident Credit Enrollment Strategies 35
  - Recruitment and Admissions . 35
  - Retention 36
- Enrollment Through Continuing Education and Cooperative Extension 36
  - Nondegree Credit Enrollment at Off-Campus Locations . 37
  - Noncredit Programs 37
  - Correspondence 38
  - University-Wide Impact . . . 38
- Conclusion 39

IV. THE DEVELOPMENT OF STRENGTH: FACULTY AND PROFESSIONAL STAFF

- Professional Development and Vitality 41
- Affirmative Action 42
- Academic Personnel Policies . 43
  - Appointments 43
  - Evaluation 44
  - Promotion and Tenure 44
  - Compensation 45
- Academic Leadership 46
- Faculty Governance 47

Page
Responsiveness to Shifts in Demands 48
Instructional and Public Service Response 48
Research Response 48
Program Consolidation . . . 49
Conclusion 49

V. THE DEVELOPMENT OF STRENGTH: STUDENTS

Academic Concerns and Expectations 51
Instruction and Advising . . 52
Participation in Decision Making 52
Concern for the Extracurricular Environment 53
Commuting and Off-Campus Students 53
Residence Hall Students . . 54
A Diverse Student Population . 55
Ethnic and Racial Minority Students 55
Women Students 55
Handicapped Students 56
International Students . . . 56
Nontraditional Students . . 56
Out-of-State Students . . . 57
Graduate Students 57
Approach to Student Services 57
Conclusion 58

VI. THE CHALLENGE OF THE 1980s: RESOURCE REQUIREMENTS

Policy Variable Trade-Offs . . 59
Expenditure Policies 61
Personnel Compensation . . 61
Academic Personnel 61
Academic Calendar 62
Academic Support Services . 62
University Libraries . . . 63
Departmental Support Services 63
Information and Records Systems 63
Interactive Computing . . 64
Equipment 64
Other Support Services . . 64
Internal Reallocations 65
Income Policies 65

Page
State Appropriations 65
External Contracts and Grants 67
Private Gifts 67
Student Tuition 68
Policies to Increase Efficiency 68
Capital Budget Planning . . . 69
Conclusion 70

VII. THE AGENDA

Implementation 71
Monitoring Progress 71
Summary of Recommendations . . 72

APPENDIX: ACKNOWLEDGEMENTS 83

TABLES

Page
1 Penn State Resident Undergraduate Degree Enrollment 31
2 Penn State Resident Graduate and Medical Degree Enrollment 32
3 Penn State Resident Nondegree Enrollment 32
4 Penn State Resident Credit Enrollment by Sector 33
5 Penn State Resident Credit Enrollment by Location 34
6 Penn State Nonresident Nondegree Enrollment 37
7 Penn State Noncredit Program Enrollment 38
8 Penn State Correspondence Enrollment 38
9 Penn State Other Credit and Noncredit Enrollment 39
10 Trade-Off Analysis for a Projected 1981-82 Fiscal Year: An Illustration 60

FIGURES

Page
1 Births, High School Graduates, and College Entrants for Pennsylvania 27
2 Pennsylvania Population by Age Sector 28
3 Percent Change Between 1978 and 1990 in High School Graduates for Pennsylvania 29
4 Penn State Resident Credit Enrollment by Category 33
5 Penn State Resident Credit Enrollment by Location 34
6 Cumulative Percent Change in Tuition, Inflation, and Commonwealth Appropriation 66

PREFACE

"Today is not yesterday. We ourselves change. How then can our works and thoughts, if they are always to be the fittest, continue always the same. Change, indeed is painful, yet ever needful."

--Thomas Carlyle

Universities, too, must accommodate to change; any agenda for action not only must point the direction of change, but also strive to shape that change.

Since July 1972, Penn State's priorities and its role and responsibilities within the Commonwealth have been guided by The Academic Policy Plan, adopted by the University's Board of Trustees.

Recognizing the need for a fresh initiative, President John W. Oswald came before the Committee on Educational Policy of the Board of Trustees in November 1977 to suggest that an updating, or even a total revision, of the 1972 Plan was in order. The Provost and other top administrators and the Faculty Advisory Committee all concurred with the President's judgment.

The President cited three supporting reasons for initiating a new effort:

--The University was embarking on a five-year planning and budget process to tie budgetary planning to program priorities and directions;

--The state was rewriting its Master Plan for Higher Education; and

--Clearly, the '80s, with declining student populations, were going to differ significantly from the preceding decades.

The Committee on Educational Policy, after thorough discussion of the President's proposal, passed a resolution requesting Dr. Oswald to work closely with appropriate faculty, administrative, and student groups to revise the 1972 Plan. The Committee also asked the President to report regularly on the progress of the revision to the Committee "which shall oversee the revision and make an ultimate recommendation to the Board."

Planning began at once. Critical issues were identified, a preliminary series of position papers were prepared, and a general framework for development of a revised plan was readied for the Board of Trustees to review at its May meeting.

The framework established four broad areas of concern: (1) Purpose, Programs, and Priorities; (2) Students and Society; (3) Faculty and Staff; and (4) Resources and Supporting Services. A Task Force was appointed for each area, with representatives drawn from members of the faculty, staff, student body, and administration.

To coordinate and guide the work of the Task Force, the President appointed a Steering Committee of administrators, faculty members, and students. This body, co-chaired by the Provost and the Senior Vice President for Administration, provided overall direction for the process. As members of the Steering Committee, the Task Force chairpersons were able to exchange information and recommendations on a regular basis.

By March 1979, the four Task Force reports were in the hands of the Steering Committee, which distributed them throughout the University community to stimulate further discussion and suggestions, both written and oral. The findings and recommendations of the Task Forces were reviewed with the Steering Committee at a special session in April of the Committee on Educational Policy of the Board of Trustees. The Steering Committee also sought and obtained the views of members of the President's Staff, the Faculty Advisory Committee, the Council of Academic Deans, the Council of Commonwealth Campus Directors, the Student Academic Assembly, and the Committee on Planning and Development of the University Faculty Senate.

An initial draft of the Perspective was given University-wide distribution in October 1979. Following its circulation, the Steering Committee participated in more than 20 organized discussions on 12 different campuses of the University. It received 90 written responses, including 34 from representative groups and 56 from individual faculty members, students, and administrators. Over 240 nonduplicative recommendations for revisions were received and considered by the Steering Committee in preparing the final version of the Perspective. Suggestions for changes also were provided to the Steering Committee by the Committee on Educational Policy of the Board of Trustees at their November meeting. In the final draft of the Perspective completed in December, approximately 55 percent of the recommendations from these groups were adopted in some form by the Steering Committee.

This Perspective, as adopted by the Board, was shaped by a wide variety of individuals and factors. Throughout each stage of development, involvement expanded progressively and provided, literally, thousands of individuals with the opportunity to participate in the formulation process. Important developmental factors included projections of the characteristics and mix of Penn State's faculty members, planned or envisioned academic programming, available financial resources, enrollment projections, the Task Force reports themselves, and responses to them. Important dimensions were provided by the first two completed cycles of the five-year planning and budget process.

One other factor also had to be taken into consideration. Although many institutions of higher education anticipate dramatic enrollment declines early in the next decade, the discussions in Chapter III suggest that for some areas of the University "the '80s" will not begin for Penn State until '84 or '85. Accordingly, the recommendations (summarized in Chapter VII) frequently set forth principles, rather than directives, for action. In many instances change will be gradual.

Together, then, the concepts and supporting data and arguments which appear in the following pages represent the best thought and efforts of the hundreds of members of the academic community. Faculty members, administrators, students, and staff members have all helped the University gain a perspective on the '80s.

Ultimately, however, the responsibility to govern the University rests with its Board of Trustees. Adoption of this "Agenda for Action" in principle by the Board of Trustees represents their advice to the University community.

The Steering Committee

Edward D. Eddy, Co-chairperson--Provost of the University

*Stanley O. Ikenberry, Co-chairperson--Senior Vice President for Administration

**Randolph C. Albright--Chairman, Academic Assembly, USG; Student Representative

Robert D. Arbuckle--Representative, Council of Commonwealth Campus Directors; Director, New Kensington Campus

James M. Beattie--Chairman, Council of Academic Deans; Dean, College of Agriculture

**Mark A. Bell--Chairman, Associated Student Activities Budget Committee; Student Representative

John J. Cahir--Chairperson, Task Force on Purposes, Programs, and Priorities; Associate Professor, Meteorology

Carol A. Cartwright--Chairperson, Task Force on Faculty and Staff; Professor, Education

Loren M. Furtado--Director, Office of Planning and Budget

George J. McMurtry--Chairman, University Faculty Senate; Professor, Electrical Engineering

John W. Malone, Jr.--Chairperson, Task Force on Resources and Supporting Services; Professor and Head, Agricultural Economics and Rural Sociology

Murray S. Martin--Past-chairman, Senate Committee on Planning and Development; Associate Dean, University Libraries

Robert J. Scannell--Chairperson, Task Force on Students and Society; Dean, College of Health, Physical Education, and Recreation

Special Consultant

Kenneth P. Mortimer--Professor and Director, Center for the Study of Higher Education

Staff to the Steering Committee

Ann Kieffer Bragg--Special Assistant to the Senior Vice President for Administration

G. Gregory Lozier--Associate Director, Office of Planning and Budget

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*Dr. Ikenberry served as Co-chairperson of the Steering Committee through August 31, 1979, when he resigned from Penn State to assume the presidency of the University of Illinois

**Mr. Albright and Mr. Bell completed their responsibilities with the Steering Committee on August 31, 1979 following graduation from Penn State.

PROLOGUE FOR THE '80s

In this commentary on Penn State in the 1980s, we will talk about "delivery systems," "policy variable trade-offs," "participatory governance," and "programmatic flexibility" to mention a few phrases from the omnipresent jargon which tends to obscure our reason to exist as an institution. To make clear our intentions at the outset, we state here the true foundation of our approach.

Our basic concern is with knowledge, its preservation, expansion, and transmission, not with the protection of a particular institution. Our accompanying concern is with the dignity and value of the individual human being. Society is a collection of individuals who deserve the opportunity to acquire knowledge and then to serve that society according to their abilities.

An educational "delivery system" means nothing if it is not distinguished by its devotion to logical thought. No Penn State faculty member, staff member, student, or graduate should have the privilege of participation in the life of the University unless he or she is committed to the process of logical reasoning in every aspect of teaching, learning, and research. That's what a delivery system is all about.

"Policy variable trade-offs" are meaningless concepts unless their true foundations are not in finance but in devotion to scholarship. Only the best is good enough for the true scholar. If he or she is served better by a "policy variable trade-off," so be it. But his or her understanding of what it means to cherish and seek knowledge is far more important than the processes of finance.

"Participatory governance" is a phrase which rolls off the tongue but lacks credence if it is not accompanied by a willingness to listen to and, indeed, to protect other points of view, other kinds of people, other convictions and persuasions. The Penn Stater has the opportunity to live among people of many convictions. His and her enjoyment of diversity is a sign of higher learning at its creative best.

At the least the Penn State student is expected to be competent in a field of knowledge of value to his and her fellow men and women. A high sense of educational quality lies beneath such vague terminology as "programmatic flexibility." Competency comes in many forms but there must be no compromise with professional and personal integrity. We do not seek to educate "engineers" per se, for example, but men and women of high competence and integrity in the professional field of engineering. We do not intend to prepare artists or teachers or people of business to enter their professions ill-equipped or ill-advised.

The true Penn State graduate shall be marked, if we have our will, by a sense of the fitness of ideas, of customs, of practices; by an empathy with the aesthetic need and sense of men and women; by an understanding of the imperfections of people and of society and a drive to help overcome these imperfections. And, we hope, by an uplifting sense of humor which puts all of this in perspective and allows neither the individual nor the institution to take itself so seriously that either is crippled by the task before the work begins.

In this report we shall try to

capture the spirit and the promise of a great university on the threshold of an exciting era. If we succeed in nothing else, perhaps we will convey to the reader the essential ambiguity in such an institution with its 54,000 students in 22 campus locations, with its public services reaching hundreds of thousands more, with its highly sophisticated technological research and its quiet creativity in the uppermost reaches of the arts, with its fragile individuality and its massive strength. This is Penn State poised for change if the times and the people require such change.

In so doing, we will pose conditions which admit to two or more meanings--and that is the essence of ambiguity. We ask not just for a tolerance of the ambiguous but, indeed, for an acceptance and enjoyment. This is the often-misunderstood nature of the large, multi-purpose university. Some would ask for consistency, even rigidity, in the name of quality. Penn State must enjoy the varieties of performance within its diverse faculty and students, within its expectations for research and teaching, within its several campus locations, within its many levels of academic endeavor. It must offer with equal vigor and excellence the noncredit course on world history and the post-doctoral research into a tiny fragment of human knowledge. Ambiguity ceases only in the requirement for excellence in scholarship, whatever the level, wherever the place, whoever the student and teacher.

Some will call this Agenda for the '80s too visionary and wide-sweeping; others will view it as excessively realistic and pessimistic. This, too, is a reflection of our ambiguity. We would not want to trade it for stultifying consistency. We are many people coming from many directions--and we will depart on as many paths as marked our arrival. We are diversity within unity, with unity as the common thread which weaves the lengthy signature of The Pennsylvania State University across the Commonwealth.

Penn State's tomorrow shall be better than today because we are determined that it must be so. We are proud that we want the best and are willing to change to guarantee it. For the people of Pennsylvania, no other direction is worth the human and material investment.

CHAPTER I

PENN STATE IN THE 1980s

The year 1980 marks the 125th anniversary of the founding of The Pennsylvania State University. Instead of seizing this occasion to look back on the many accomplishments of the past, the University chooses, instead, to look to the future. What courses should it pursue in the '80s to ensure that its vigor will be undiminished when it reaches its 135th year?

Forces for Change

This Perspective on the '80s has been developed on the assumption that the next decade will be one of continual, and sometimes marked, changes for both society and higher education. Some of these forces for change--enrollment shifts, threats to faculty vitality, new student interests, and eroding financial resources--are summarized briefly below. They will be examined in greater detail in the following chapters, and recommendations for meeting them creatively will be offered.

Enrollment Shifts

Penn State's enrollment in the '80s will be affected by three basic trends which have emerged in Pennsylvania since 1965. First, the state's population is expected to remain stable through 1990. Second, the traditional college-age population of 18- to 22-year-olds will decline gradually through the mid-1980s and more sharply thereafter. Third, a reduction in the number of high school graduates will not be distributed evenly throughout the Commonwealth, and consequently will have a different impact on each of Penn State's campuses.

Another significant factor in predicting enrollment is the percentage of high school graduates choosing to attend college. Throughout the '60s, this percentage rose steadily. The college participation rate peaked in 1969, however, and subsequently dropped. This variation in college participation rates introduces uncertainty into University enrollment projections for the 1980s.

Faculty Vitality

Penn State's ability to provide research, instruction, and service of the highest quality to the Commonwealth throughout the '80s depends upon the quality and vitality of its faculty members. Maintaining vitality will be an especially difficult task in a period when faculty mobility increasingly is curtailed. Of special concern are projected enrollment declines at the same time that the proportion of tenured faculty members increases and the mandatory retirement age is raised. Under these circumstances all colleges and universities will be pressed hard to find openings for new faculty members, and faculty members will not change easily their institutional affiliations. The University will need to explore alternative appointment, promotion, and tenure configurations; additional opportunities for faculty members to seek new patterns of individual growth and development; and added incentives and rewards for quality performance.

Student Interests

Society's priorities are changing constantly. The second half of the '60s was a period of heightened social consciousness. Students flocked to the liberal arts, the basic sciences, and the "helping" professions. In the '70s, obtaining a job appeared to be the primary concern of many more students, and enrollments in business administration, engineering, agriculture, and journalism increased.

Shifts in student interests also result from the discovery of new technology and knowledge as faculty members, working at the frontiers of their fields, give colleges and universities the chance to create new areas in the curriculum. In a period of rapid change, predicting student interests is risky but necessary. Plans formed today will affect tomorrow's opportunities.

Financial Resources

Penn State's continued fulfillment of its statewide multiple missions will be seriously limited if the current erosion of resources is allowed to continue. A major task during the '80s will be to reverse this trend while concurrently insuring that every resource available to the University is used with the utmost efficiency and effectiveness.

On the expense side of the balance sheet, Penn State must continue to cope with the effects of inflation. A major expenditure is personnel compensation. Library acquisition and laboratory equipment maintenance and replacement costs, too, are expected to continue to rise far beyond the general rate of inflation. Moreover, utility costs will be affected significantly by the nation's struggle to meet its energy needs.

On the revenue side, a significant change has occurred in the relative mix of support, particularly with respect to state appropriations and tuition. Since 1972-73, financial support to Penn State from the Commonwealth appropriation has lagged far behind the rate of inflation--45.3 percent appropriation increase while inflation has risen approximately 71.8 percent. To balance the budget, the University has increased tuition for 12 consecutive years, and, during the last nine years, has reallocated $21.2 million to areas of greatest need. Given the Commonwealth's past funding history and the increasing competition for state funds from other state services, such as basic education, transportation, welfare, and the aging, the need to return to an equitable support level for Penn State is a significant policy issue facing the Commonwealth. This is critical to Penn State. In the decade of the '80s the University will need to persuade the state that it must reverse the downward trend in state funding.

Objectives in the '80s

For maximum effectiveness, long-range planning efforts in higher education must focus on a limited number of crucial issues. Therefore, three pervasive themes are found throughout the document--quality, selectivity, and flexibility. These are Penn State's objectives for the decade of the '80s.

Quality

In teaching, research, and public service, Penn State should seek to maintain its position as the capstone of Pennsylvania's system of postsecondary education. Among the almost 200 institutions of postsecondary education in the Commonwealth:

--Penn State is the only Land-Grant institution.

--Penn State is the only college or university which provides students with access to postsecondary education on a statewide basis.

--Penn State offers nearly 80 unique degree programs. Most of these programs are at the graduate level in the sciences, technologies, agriculture, and the professions.

--Penn State is the greatest single provider of higher education opportunities in the Commonwealth, enrolling one of every ten college students in Pennsylvania.

Penn State sees itself as a national institution in a class with the great Land-Grant state universities, boasting high national rankings for some of its programs and determined to earn high rankings for many more. Like the Universities of California, Illinois, and Minnesota, Penn State combines the responsibilities of the Land-Grant university and the only statewide public university in the Commonwealth. As a member of the Association of American Universities, Penn State is recognized as one of the nation's leading research universities. In the '80s, the University should maintain and enhance its national and international reputation for quality research, while fulfilling its responsibilities as the capstone of the Commonwealth's system of higher education.

As the capstone, The Pennsylvania State University believes that the quality of its teaching, research, and public service programs is more important than their number. Quality depends on both the caliber of the University's students and faculty and staff members and on available resources. Concern for quality must permeate all aspects of the University's value choices, operations, and academic programs.

In the decade ahead the University should focus greater attention on attracting the brightest and most talented students, recognizing that there will be keen competition for such students. Penn State should not lower its admission standards, but, without reducing efforts to serve the total spectrum of Pennsylvanians, should increase its efforts to enroll well-qualified graduates from Pennsylvania's high schools and from high schools outside Pennsylvania both to bolster enrollments and to encourage a more cosmopolitan student body.

As part of a continuing dedication to provide programs of the highest quality, Penn State must stress quality in the recruitment and advancement of faculty and staff members. To continue to promote the University's national and international reputation, faculty and staff performance should be guided by a high level of expectation, a standard that also should apply to the University's academic and administrative leadership.

As the nature and substance of decisions continue to change in the decade of the '80s, vigorous academic leadership and forthright decision making at all levels become even more essential. The dangers of paralyzing the University through indecision and inaction, through timidity and inappropriate compromise, will increase. New expectations for academic leadership at the department, campus, college, and university levels should be set forth. Faculty and student participation in decision making should be retained and refined. All participants in decision making should become better equipped for their roles.

Penn State's quality is linked directly to adequate financial resources. The pursuit of excellence will require greater financial support from all sources. Private support from alumni, friends, corporations, and foundations should be increased, and greater federal sponsorship of research should be sought. The Commonwealth of Pennsylvania must be persuaded to enlarge its level of financial commitment to Penn State, based on a deeper understanding by legislators, industrial leaders, and the public at large of the University's distinctive role within the Commonwealth in teaching, research, and public service.

Selectivity

The key to achieving quality for Penn State in the 1980s should be "selective excellence." Achieving selective excellence will require departments, colleges, and campuses to develop priorities among their programs and to sort out competing demands on time and resources. The setting of University-wide priorities will be a major emphasis of the on-going five-year planning and budgeting process.

At the graduate level, selective excellence may require that certain departments be encouraged to maintain and strengthen their efforts whereas other departments may be asked to reorient, consolidate, or terminate programs. At the undergraduate level, some departments and programs may have to be redirected from a concentration on majors toward serving the needs of students majoring in other areas.

In exercising selectivity in teaching, research, and public service programs, Penn State should seek a balance among three equally important criteria: 1) the quality of a program, its students, and its faculty; 2) the demonstrated need for the program; and 3) program costs. Program selectivity also should take into account the availability of the program in other Pennsylvania institutions of higher education. Conscious selectivity is essential if the alternatives open to Penn State are to be used wisely.

Flexibility

To enhance its capacity to be selectively excellent and to respond to new opportunities, Penn State should make major efforts to extend administrative, programmatic, and resource flexibility, each of which is related closely to the others. The University should have the ability to make reasoned adjustments to reflect changing student preferences, to accommodate new fields of inquiry, to provide more effective educational experiences, and to manage its efforts more efficiently.

Administrative flexibility may require the University to consolidate or realign some of its existing units. Early and continued examination should be given to the University structure to seek possibilities for realignment and consolidation of programs, colleges, and other administrative or academic units.

Programmatic flexibility may require the University to develop processes and criteria for discontinuing some of its programs, shifting programs among academic units, and reorienting programs at some locations toward more career-oriented areas. It may require also a change in the mission of some units from baccalaureate education to public service responsibilities, or a reorientation from graduate to undergraduate education or vice versa. Faculty members must be prepared to adapt to changing emphases in mission and to new responsibilities.

Programmatic flexibility may require also that Penn State shift the locus of decision making at the associate degree level and in continuing education to the campus where the instruction is offered. This would permit the campus to respond to program demands appropriately and expeditiously.

The need to retain resource flexibility will require the University to place greater emphasis on the links between fiscal resources and decisions on promotion and tenure, program development, and academic planning. The University should experiment with techniques to match expenditures more closely to sources of revenue; to increase its income from external contracts, grants, and private gifts; and to enhance the efficiency of its operations.

Toward a New Decade

The University's commitment to quality, selectivity, and flexibility reflects confidence in its ability to serve the people of Pennsylvania. Commitment to quality assures that the service will be good; commitment to selectivity assures that the service will be appropriate; and commitment to flexibility assures that the service will be provided. These objectives will allow the University to develop its special strengths, to preserve the unique nature of its statewide and Land-Grant missions, and to be more responsive to the needs of its many publics. The climate of scholarship envisioned in this Perspective will enhance the recognition of Penn State as the capstone of higher education in the Commonwealth.

CHAPTER II

MISSIONS

Penn State's Land-Grant Heritage

To understand Penn State and its future, one must first understand its heritage as a Land-Grant university. The Land-Grant movement brought about fundamental changes that influenced all of higher education and, indeed, American society during the century that followed the Morrill Act of 1862. Penn State and other Land-Grant universities brought democracy to a system of higher education that, prior to that time, had been characterized by elitism and a narrow, classical curriculum. The Land-Grant college opened educational opportunities to all qualified citizens "in the several pursuits and professions in life," without excluding liberal or classical studies.

The relationships between science and technology and between learning and labor were incorporated in new ways in the mission of Land-Grant institutions. Their hundreds of thousands of graduates have helped to shape 20th century America through their contributions to agriculture and industrial production, transportation, communication, health care, social services, and a host of other professions.

Besides democratizing education and reshaping its curriculum, the Land-Grant movement insisted that a major portion of the research of its scholars be directed toward utilitarian ends. The Land-Grant university became a major center for applied research and development, in addition to supporting basic and theoretical research.

Commitment to statewide public service continues to be a special concern of Penn State and other contemporary Land-Grant universities. Through them, the fruits of research in agriculture and many other areas are disseminated to the people, and educational services are delivered directly to the citizens of an entire state. This commitment is readily apparent in the work of the Cooperative Extension Service offices located in each of Pennsylvania's 67 counties. It can be seen in continuing education programs across the Commonwealth, in the Pennsylvania Technical Assistance Program, and the expanded PENNARAMA cable television network for taking higher education into thousands of homes.

Consistent with its Land-Grant heritage, Penn State reaffirms its mission in the decade ahead:

--to provide instruction, research, and service to the people of the Commonwealth through its statewide network of campuses, cooperative extension programs, and continuing education centers;

--to provide selected educational programs in the professions essential to the continued well-being of the Commonwealth and the nation;

--to incorporate essential new areas of knowledge into its curriculum to give the citizens of the Commonwealth access to the latest professional and technical information;

--to emphasize those areas in research and public service that assist in solving the social, economic, and technological problems facing the Commonwealth and the nation;

--to serve as a force for cultural and intellectual development of the Commonwealth and the nation; and

--to provide access to educational opportunities to all qualified citizens.

University Missions

At the heart of Penn State's distinctive contribution as a Land-Grant university is the blending of its instructional, research, and public service missions. While the emphasis on a particular mission may vary from campus to campus, for the University as a whole, all three must be in balance for Penn State to fulfill its unique and historic role as the capstone of the Commonwealth's higher education system.

Penn State's commitment to its Land-Grant tradition does not mean that it can do everything. If depth in program quality were to be sacrificed to fulfill some artificial notion of breadth of offerings, the result would be mediocrity. However sweeping the University's mandate within the Commonwealth, it should be selective in directing its efforts to enhance those programs that are already of the highest quality, those programs having the potential to excel, and those programs that are unique to the Commonwealth and of special significance to the nation.

Program Priorities

Priorities among programs in undergraduate and graduate instruction, research, and public service must be guided by three criteria: demonstrated program quality or the ability to achieve quality; evidence of need by the citizens of the Commonwealth and the nation; and factors of cost. For example, several dimensions of quality, need, and cost should be evaluated in determining instructional priorities of both existing and proposed programs, as suggested by the following list.

Quality

Faculty
Students
Library holdings
Facilities and equipment

Need

Centrality to University mission
Present student demand
Projected student demand
Demand for graduates
Competitive advantage over internal and external programs
Societal requirements or ramifications

Cost

Income/expenditure relationship
Other costs and benefits

In addition, selectivity among programs should take into account the availability of the program at other Pennsylvania institutions of higher education.

The application of these criteria should guide the allocation of resources. This may mean, for example, that a high quality/high demand program should be expanded, a low quality/low demand program should be terminated, a low quality/high demand program should be strengthened, and a high quality/low demand program should be considered carefully before being closed or retained at some specific level. In other cases, programs might be combined or reoriented to a greater emphasis on service. The possibility of providing programs through consortium arrangements with other Pennsylvania institutions also should be explored.

The faculty, under the leadership of deans, department heads, and campus directors, must be the first to exercise selectivity by establishing priorities among programs. The faculty and the academic leadership are best equipped to strengthen present programs and identify the promising opportunities in the future.

The University should make use of the five-year planning and budget process in helping to establish program priorities University-wide and to relate changing program needs to resource allocation. An element in this process should be the use of the results of existing program and administrative reviews. A committee on planning and budgeting, with participation of administration, faculty leadership, and students, e.g., the Provost's Advisory Committee on Planning and Budget, should be used to recommend selected program reviews in a variety of forms and to assist in the establishment of academic program priorities at the University-wide level. This process should be a basis whereby decisions can be reached expeditiously on phasing out certain programs and on identifying new and potentially stronger programs needing increased support.

The University's future success depends on developing its unique contributions and its historic strengths in education for the professions. The arts, humanities, and social, mathematical, and natural sciences are important at Penn State because they are essential. All professional programs draw on these disciplines and develop in response to the knowledge they generate through research. To the extent they are strong, the quality and integrity of the entire University are strengthened. Programs in agriculture, engineering, education, and earth and mineral sciences historically have provided a solid foundation for Penn State's programs and have a continued role in its future well-being. Programs in the business and health-related professions recently have grown substantially in both demand and quality. The challenge to the University in the '80s will be balancing its necessary response to the shifting needs of professional education, its commitment to preserving our cultural heritage, and its leadership in the basic disciplines. Interdisciplinary programs are also essential in providing greater balance and perspective, and should be included in University-wide and department program priorities.

Responding to the pluralistic heritage of Pennsylvania requires that the University assumes a position of leadership in affirmative action. This aim includes all University programs. Penn State should encourage women and minority group members to participate in education at all levels, especially in fields in which they are currently under-represented in the labor force. To achieve a lasting effect, affirmative action must proceed on two fronts --the recruitment of faculty and professional staff members now and the recruitment of students for positions in future years.

Instruction

Undergraduate education. As the Commonwealth's Land-Grant university, Penn State is committed to providing superior undergraduate education at a reasonable cost. Through instruction Penn State prepares Pennsylvania's most vital resource--its people--to deal with the social and technological challenges of this and future decades. Successful recruiting efforts in the '80s may well depend on how prospective students value Penn State associate and baccalaureate degrees in comparison to those of other institutions.

The renewed emphasis on quality should extend to all aspects of the teaching and learning process. The evaluation and improvement of teaching at all levels should be a high priority at the department and campus levels. Methods for identifying weaknesses and for improving instructional techniques should continue to be made available to faculty members and graduate assistants alike.

Academic advising also is critical to the undergraduate experience. Effective advising promotes faculty-student interaction, facilitates student progress, and challenges the superior student. Information provided to academic advisors should be consolidated and its quality improved to sustain academic advising as a key role of faculty members.

Appropriate recognition for effective and innovative instruction and advising should be assured in the University's reward system. Faculty members whose primary assignment is instructional ~~should~~ be recognized and valued for their significant contributions to the University.

The components of undergraduate education are constantly evolving as courses and program requirements are revised, dropped, or added. This process keeps the curriculum responsive to changing bodies of knowledge and changing needs and interests of the students and society. Students utilize the individual courses within the institutional curriculum in an endless variety of combinations.

There are, however, distinct components to every undergraduate student's program of studies. One is a collection of courses designed specifically to develop the career, professional, or disciplinary interest of the student. This component is known as the major course requirement. The second portion of all degree programs is that designed to provide basic experiences and understandings to all undergraduate degree candidates, regardless of their career or disciplinary orientation. A third portion of the student's program consists of courses which are truly elective, in which the student is free to pursue various interests regardless of his or her major.

The relative specificity of the "non-major" or general education requirement within an individual undergraduate student's program has a direct impact on his or her ability to choose among the various campuses of the University and to adjust or shift career or disciplinary goals. A small number of general education courses, required across all majors, would allow maximum flexibility for the student but would present an almost insurmountable problem of defining which, among the literally thousands of courses, should be required. At the same time, an unstructured approach to this component enhances student choice, but eliminates any common thread of concepts or experiences which might be said to characterize a qualified Penn State graduate. The problem of achieving a proper balance between flexibility and commonality in this component of the undergraduate program is not new to higher education or to Penn State. It will continue to be a major problem in all program considerations, whether at the University, college or department level.

The evolution of general education requirements in recent decades had led to a relative lack of specificity, on a University-wide basis, in this requirement. This, however, was accompanied by a high degree of specificity within the various colleges and programs. The effect was not one general education requirement, but many; the appearance was one of great choice and flexibility but the individual student's flexibility was limited. The common thread among the various undergraduate programs was replaced by a variety of different threads. Student flexibility as to campus location and change of major was accordingly reduced.

Present efforts by the University Faculty Senate, which appear to be reversing this trend, should be encouraged. The dual goal of assuring a general education base for all undergraduate programs, while providing maximum student flexibility and efficiency, should be pursued. Insofar as possible, the curricular requirements of the 1980s should accommodate student flow between campuses and allow students to make reasonable changes in career and disciplinary goals without losing credit for work already completed. Lower division students enrolled at the Commonwealth Campuses should have access to an array of courses suitable to fulfill the general requirements of most majors. Uncommitted students should be able to explore various areas of study without unduly prolonging their undergraduate careers. The University must continue to guard against a proliferation of requirements for various specific courses and, where possible, consolidate general requirements into a smaller number of courses which are uniformly applicable to all programs.

Intercollege programs, such as interdisciplinary degree programs fashioned by the student, academic options within majors, and intercollege degree programs, draw on the faculties and resources of several colleges. These programs offer perspectives and opportunities not available in a single college or department.

Graduate education. A great university is measured by the strength of its graduate programs, by the scholarly distinction of the faculty members who offer them, and by the quality of the students who pursue them. Since no university can achieve national eminence in every field, selectivity is imperative in graduate education. In light of the limited market ahead, many programs that now lead primarily to academic careers should be redirected in part toward nonacademic pursuits.

A major effort in the next decade should be devoted to strengthening graduate education. The exercise of selectivity, the improvement of the quality of graduate programs, and the recruitment of well-qualified graduate students depend in large part on the academic leadership provided by department heads, deans, and the Graduate Council.

The University, while striving to keep graduate assistantship and fellowship stipends competitive, also should enlarge its program of graduate fellowships to recruit academically distinguished students. In those graduate programs preparing students for employment in business and industry, the University should attempt to obtain supporting funds directly from the relevant enterprises.

Extended degrees. Penn State also has an obligation to provide educational opportunities for the older location-bound student. Quality graduate and undergraduate extended degree programs unique to Penn State in the Commonwealth may be developed when an explicit unmet need emerges within a campus service area. Although extended degree programs effectively serve the needs of location-bound adults, development of extended degree programs should not be viewed as the solution to campus enrollment problems or a means of expanding a campus' mission to four-year status.

Research

Penn State is one of 50 members of the Association of American Universities, comprised of the leading research universities in the nation. Only the University of Pennsylvania and the University of Pittsburgh share this stature within the Commonwealth. At Penn

State the conduct of scholarly work is a pivotal function. By supporting creativity and the pursuit of new knowledge in all of its many forms, the University ensures that its teaching and public service missions are vital and up-to-date.

Scholarship in its broadest sense includes (1) creative activity--development and transmission of original ideas and forms; (2) research activity --exploration, both basic and applied, to extend the boundaries of knowledge and technology using appropriate available methodology or devising new approaches, and dissemination of results; and (3) expository activity--new means of synthesis and presentation of existing knowledge.

The interaction of ongoing creative scholarship and research programs with instructional and public service programs gives Penn State a distinctive character within the Commonwealth. Through its many scholarly activities Penn State contributes to the economic and cultural well being of Pennsylvania and to the solution of scientific, technical, and social problems confronting all of society.

Penn State's success as a research university depends in large measure on the recruitment and retention of faculty members committed to producing high quality research and creative efforts. Although at University Park and The Milton S. Hershey Medical Center the research mission is a distinguishing characteristic, research and scholarly activity take place at all University locations. Each new faculty appointment should be considered carefully for the potential of adding vitality to the research enterprise consistent with the mission and needs of the department, college, or campus.

While research, scholarship, and creative endeavors always will be a normal part of departmental activities, increased opportunities accrue to individual faculty members and to departments and campuses when sponsorship is gained for research and creative projects. Renewed emphasis and new incentives are needed to increase external support for Penn State's research programs. With external funding, faculty members can block off concentrated periods of time in which to conduct research. Additional resources can be allotted for equipment, professional travel, and graduate and other research assistance. Steps that should be taken to bolster external funding for research include:

--Increased encouragement and aid to faculty members in developing research proposals;

--An expansion of grants for the initiation and development of research proposals and ideas;

--More aggressive solicitation of private support for research from foundations and corporations;

--Greater cooperation among colleges and between colleges and intercollege research centers and institutes in order to respond to state and national needs; and

--Allocation of institutional resources to renovate facilities and to help replace deteriorating and outmoded research equipment.

The primary concern of the Office of the Vice President for Research and Graduate Studies during the 1980s should be the identification of areas in which research capacity can be strengthened, the development and implementation of programs of research assistance and incentives, the promotion of intercollege research opportunities, and the generation of external funding.

Agricultural Experiment Station. A unique aspect of the University's research mission in Pennsylvania is the Agricultural Experiment Station which provides for the leadership, coordination, and conduct of research to implement the federal-state partnership mandated by the Hatch Act and related federal legislation. A major responsibility is to evaluate continuously the direction of research so as to achieve a balance in the funding of basic research on the problems of agriculture, food production, and the rural population.

Public Service

Penn State's long-standing commitment to providing statewide public service primarily through Continuing Education distinguishes the University from most other colleges and universities in the Commonwealth and makes it one of Pennsylvania's greatest public resources. In the broadest sense, Penn State's public service mission encompasses both teaching and research. The University's more than 70 years of experience in public service has provided a solid foundation on which to deliver its services throughout the '80s.

Continuing Education. Continuing education has a substantial, long-term tradition in Penn State's total commitment to the Commonwealth. By virtue of the University's Land-Grant status, continuing education has helped to fulfill the University's responsibility to deliver formal and informal educational programs on a statewide basis. During the past 15 years, enrollments in continuing education have increased from 75,000 to more than 130,000.

Programs through continuing education are designed to meet the current problems and interests of students, organizations, and governments. In addition to providing educational opportunities for cultural and personal enrichment, continuing education in the 1980s needs to provide programs of mid-career retraining and professional updating to assist individuals in adjusting to changing market and technological conditions.

The need for advanced programming for professional revitalization and updating will provide a special opportunity for continuing education at Penn State. An increasing number of professions and occupations will be requiring certification, licensure, and relicensure programs for individuals in such fields as engineering, business, and the health professions. To further this end, the University should increase its cooperation with professional associations, business, and industry. Although the delivery of credit programs through continuing education at off-campus locations addresses some of these needs, continuing education activities should concentrate increasingly on noncredit, informal educational programs.

Cooperative Extension. The Cooperative Extension Service is a unique programming and financial partnership among The Pennsylvania State University, the Commonwealth of Pennsylvania, the United States government, and the boards of county commissioners. The mission of the Cooperative Extension Service is to extend educational opportunities to adults and youth in four major areas: agriculture and natural resources, community resource development, family, and 4-H and youth education. While the primary clientele for extension programs is located in rural areas of Pennsylvania, a broad range of programs are offered also for youth and adults in urban and suburban settings. The magnitude of these programs is suggested in Chapter III.

Throughout the '80s, Cooperative Extension should continue to provide service to increased numbers of Pennsylvanians. Contingency measures should be developed in the event of reduced federal support for extension. Efforts should go forward to increase interaction between faculty members in Cooperative Extension and those concerned with resident instruction and continuing education at the Commonwealth Campuses and University Park. All faculty members and administrators involved in educational programming for a specific geographic area must be conversant with the opportunities, benefits, and services Cooperative Extension offers. Further regionalization of extension operations should be explored, and, wherever practical, offices for regional and area extension staff should be located at a Commonwealth Campus.

Other public services. In addition to the instructional and research services provided by Continuing Education and Cooperative Extension, Penn State provides numerous cultural programs and responds to a variety of requests for information and service which the University is in a unique position to provide. Among specific services provided are the Speakers Bureau, Small Industries Research, The Pennsylvania Technical Assistance Program (PENNTAP), The *Pennsylvania's Business Survey* published by the College of Business Administration, Penn State's public broadcasting network--WPSX, the medical outreach programs to local communities as well as the inpatient and outpatient medical care available through The Milton S. Hershey Medical Center, and the Pennsylvania Regional Library Resource Program. Consulting services also are provided by faculty and professional staff members to service agencies, government, and business and industry.

Because of its statewide presence, Penn State has a unique opportunity to develop and deliver these and many other public services to the Commonwealth. The 1980s undoubtedly will produce new public service needs to which the University should be prepared to respond. To accommodate opportunities, the quality of and need for existing services continuously should be evaluated to permit the most appropriate allocation of limited resources.

Campus Missions

With campuses in 22 locations across the state, the entire Commonwealth has become Penn State's campus. The University's academic policies are designed to produce a uniform standard of excellence, no matter which campus a student attends. Students may move from one campus to another with the assurance of continued progress toward their degrees.

The emerging social and demographic forces of the '80s will provide significant opportunities and challenges for each of Penn State's campuses to serve its geographic area with programs of greatest local need. In many instances, new opportunities will require changes in programs, organization, administrative policy, and delivery systems. Each campus may expect changes in one or more of these areas. These changes are discussed below as they affect University Park, the 17 Commonwealth Campuses, and the University's four special purpose campuses--The Milton S. Hershey Medical Center, Behrend College, Capitol Campus, and the Radnor Center for Graduate Studies and Continuing Education.

University Park

Through the 1980s, the University Park campus will continue to offer undergraduate and graduate programs on an increasingly selective basis. It will serve as the University's administrative headquarters, and, along with The Milton S. Hershey Medical Center, as Penn State's principal research center.

Special challenges are likely to develop at University Park in the mid-'80s as a result of anticipated changes in enrollment mix. As discussion in Chapter III under "Resident Credit Enrollment" indicates in greater detail, University Park enrollment is expected to consist of increased numbers of freshman and sophomore students and somewhat fewer juniors and seniors as a result of accommodating student choices.

Student preferences for career-oriented academic programs are likely to continue for the foreseeable future. As opportunities in new or different fields are identified, shifts in enrollments between and among programs and colleges will continue. This, in turn, will cause changes in student mix among majors.

These changes in enrollment mix may have a substantial effect upon programs, faculty, and organization at University Park. An increase in the number of lower-division students will affect the service responsibilities and lower-division course offerings especially in the Colleges of Arts and Architecture, The Liberal Arts, Science, and Health, Physical Education and Recreation. The increased service responsibility will mean changes in faculty teaching assignments, with, in some cases, a greater proportion of senior faculty members teaching introductory and service courses. These developments should afford special opportunities to improve the overall quality of undergraduate instruction at University Park. At the same time, in light of changing instructional demands, steps should be taken to preserve faculty time for research and advanced study.

The relationships among administrative units and among academic programs within and between colleges should be reassessed to provide opportunities for increased cooperation and leading, in some instances, to administrative reorganization. For example, special opportunities exist for realignment of programs in education and human services, administration and management, nutrition, and health education and the allied health sciences.

The distinctive statewide role of the University Park campus in research and graduate education should shape to a greater degree its attitudes, policies, and practices in the recruitment, promotion, and retention of faculty members. At the graduate level, the University Park focus for the '80s should be upon the aggressive recruitment of quality graduate students in programs related to significant student and societal demand and program strengths. Recognition of Penn State as a graduate center of national reputation will require a greater research commitment by faculty members and the establishment of priorities among current programs and new ones emerging to meet new needs.

Penn State's reputation, both nationally and internationally, rests on its commitment to the support of quality programs of research. Interdisciplinary research centers and institutes have played an important role in solving national and state problems and in providing research opportunities for graduate students. A number of colleges historically have had substantial success also in the procurement of federal and private grants. These efforts should continue and others should be undertaken to raise the level of external funding of research. Faculty members in all colleges should increase efforts to strengthen the relationship between research and instruction at both the undergraduate and graduate levels. Public recognition of Penn State as a major research university requires a higher level of commitment to research, scholarship, and creative endeavor by faculty members and administrators and a greater understanding by students and by external constituencies of the research mission of the University.

Commonwealth Campuses

The Commonwealth Campuses are an integral part of Penn State's ability to fulfill its statewide missions. The role of the campuses is particularly crucial in undergraduate education. For example, in the last decade between 40 and 50 percent of the students awarded a Penn State baccalaureate degree have begun their studies at one of the Commonwealth Campuses.

The Commonwealth Campus system was established formally by the Board of Trustees in January 1959 to integrate the operation of the University's branch locations under a set of uniform academic, financial, and public service policies. Many campuses, begun as "extension branch schools" or "undergraduate centers," were established by invitation from community leaders in recognition of local educational needs. When brought together as a system in 1959, there was no community college system in Pennsylvania, and many of Penn State's campuses offer even now the only educational and cultural programs in their areas.

The Commonwealth Campuses traditionally have served a three-fold mission: (1) the delivery of the first two years of baccalaureate instruction; (2) the offering of a broad spectrum of associate degree programs; and (3) the provision of statewide continuing education programs and services. The principal function has been to provide resident instruction at the freshman and sophomore levels for approximately 60 percent of Penn State's baccalaureate degree students at locations near to students' homes. The campuses offer, at present, 29 associate degree programs, many in engineering technology fields. These programs have developed trained manpower for many businesses and industries in the local areas and across the state. The campuses also have been the site of about half of the University's extensive array of continuing education programs.

The Commonwealth Campuses continue to be in a unique position to respond to local educational and cultural needs, but a reassessment of both opportunities and commitments is needed. In the '80s, each campus must determine how it can serve best the postsecondary educational needs of its area. While the University expects neither to open additional campuses nor to force the closing of existing ones, the individual campus' range of functions will depend, in large part, on the ability of the campus to respond to local needs and on the extent of support developed within the local community. If local needs which can be met by Penn State at a given campus fall precipitously, offerings would have to be reduced accordingly. Eventually, it could become necessary to permit that location to cease operations as a full-scale campus.

Of major importance to the success of the Commonwealth Campuses in responding to the educational needs of their service areas are the campus advisory boards. Most of the campuses started in response to local needs identified by the leading citizens of a demographically strategic location of the Commonwealth, and this support has been crucial in capital development and in the continuous operation of almost all of the campuses. The role of the advisory boards will be critical in the years ahead as they help to monitor and financially support student, programming, and public relations needs for the various campus service areas.

If the campuses are to cope with a decreasing 18- to 22-year-old population base and yet respond to local demands for often unique programs, a more flexible programming policy will be needed. Each campus should develop further its distinctive character by working with its advisory board and with any other local institutions of higher education to meet local needs. Each will want to select from among the University missions those it is able to pursue with excellence. The University should permit rapid response to local demands for quality programs and provide each campus with increased flexibility to carry out its assigned mission. Consideration should be given to the granting to the faculties of the various campuses the authority to develop and offer associate degree and informal noncredit programs. A powerful resource for identifying the need for such programs is the continuing education staff working throughout the Commonwealth.

Penn State should integrate fully the Commonwealth Campus system and the Office of the Vice President for Continuing Education into a single administrative unit. The current administrative separation of the Commonwealth Campus system and Continuing Education was an appropriate way of meeting educational needs in the state during the past 20 years. New demands of the '80s, however, suggest that greater coordination and integration of the two units are desirable. Within the next year, the Commonwealth Campus system and the Office of the Vice President for Continuing Education should be integrated administratively. The President and the Provost of the University should implement this administrative integration with advice from representatives of appropriate University groups, including, especially, Commonwealth Campus and Continuing Education faculty members and staff.

This administrative integration would consolidate several existing dual systems including those for personnel appointments and evaluations, salary recommendations, registration, scheduling, record-keeping, fiscal transactions, and management information. It would assist in eliminating both real and perceived differences between the resident instruction and continuing education delivery systems. The integration also would make available the central support services of Continuing Education to each campus to support its total program. Such services include planning studies, the development and preparation of proposals and contracts, marketing research, and comprehensive management and fiscal information systems.

The goals to be achieved by this reorganization are to:

- --improve coordination of all educational activities at the Commonwealth Campuses;
- --maintain the integrity of resident instruction at the Commonwealth Campuses and make all credit instruction the responsibility of a unified administration;
- --retain the central identification, coordination, and management of Penn State's continuing education programs;
- --reduce administrative overhead;
- --maintain the integrity and transportability of the baccalaureate program among all Penn State campuses;
- --enhance the distinctive identity of each Commonwealth Campus; and
- --strengthen Penn State's ability to provide educational opportunities statewide.

This administrative integration would not provide any new degree of

31

authority for Commonwealth Campus faculty organizations in the area of initiation, development, or approval of either credit or noncredit programs in response to local needs. It also will not resolve continuing problems related to the implementation of the University's promotion and tenure policies across diverse locations. Although these academic and personnel issues have not been addressed, the administrative integration will provide a more unified context for pursuing viable solutions.

In addition to the integration, the faculty and administration of campuses in close proximity to one another may decide that the changing mix of students and programs is such that consideration should be given to consolidating programs, administration, and faculty of the campuses on a regional basis. Regional consolidation supports the goal of maintaining Penn State offerings in the area without additional resources. Under such an arrangement, campuses may be able to reinforce present strengths and identify new opportunities. Greater differentiation of function, e.g., baccalaureate versus noncredit programs, among campuses in a single region would allow each to keep at a minimum any competition with the other. This may have special importance in regions where the number of high school graduates is projected to decline significantly. Cooperation would also help promote program balance, greater flexibility in staffing, and improved recruitment and public relations.

The Milton S. Hershey Medical Center

The Milton S. Hershey Medical Center will continue to educate physicians and other health-care professionals and to serve as the University's principal center for developing and offering these programs. Although there are seven medical schools in Pennsylvania, six of them, located in large metropolitan areas, serve the needs of a metropolitan population. Because Pennsylvania has a large rural population, it needs a medical center with a particular emphasis on rural medicine. The Milton S. Hershey Medical Center serves this function while providing a major across-the-board tertiary care hospital for central Pennsylvania. In addition to the Medical Center itself, the College of Medicine participates with 15 rural hospitals in a family practice residency consortium. Seventeen other hospitals also assist with a portion of its medical student education.

The instructional emphasis in the College of Medicine will continue to be on graduate education in the life sciences and on the education of physicians interested in primary care and in practicing in under-served areas of the Commonwealth and the nation. Approximately 75 percent of the class of 1979 entered primary care graduate medical education programs.

Since the Medical Center is a principal research center of the University, the College of Medicine will have significant continuing responsibilities for research in medical and life sciences. Significant contributions in the area of biomedical research have been made through the cooperative efforts of the College of Medicine and the Colleges of Science and Engineering at University Park. Similar efforts should be expanded in the future. Increased external funding should be sought for the Medical Center to fulfill this crucial mission.

The College of Medicine will continue to offer graduate medical programs in health-care areas and postdoctoral programs in conjunction with the Graduate School at University Park. The College of Medicine also should continue to take the initiative in cooperative arrangements with other colleges and individual departments at

University Park, with selected Commonwealth Campuses, and especially with the Capitol Campus in establishing programs to meet a projected public demand for allied health professionals.

Behrend College

In January 1973, the Behrend Commonwealth Campus of Penn State was renamed Behrend College and the appointment of an academic dean of the faculty was authorized. Throughout the '70s, the College's faculty and administration worked hard to reorganize and develop the academic programs of the College to provide all four years of baccalaureate education. At the same time, the College has continued to offer associate degree programs in engineering technology and business-related fields and to attract students from the Erie area who plan to complete their baccalaureate degrees at University Park. All three missions help to provide an important link in Penn State's total educational delivery system throughout the Commonwealth. Behrend College is unique within Penn State in providing a baccalaureate education in a small college setting.

Factors beyond the control of Behrend College such as limited overall University operating budgets, the absence of practically all capital funds for the University as a whole, and changes in student interest have all tended to contribute to a slower growth of the baccalaureate program than anticipated. In the 1980s changes in student preferences probably will continue to suggest that the College's liberal arts baccalaureate degree orientation should be redirected, as has been occurring in the last few years, toward business and other career-oriented programs. Graduate programs should be limited to the specialized areas related to the undergraduate emphasis. Associate degree and transfer programs should be maintained and new programs developed to meet local demand.

Local support particularly for buildings has played an important role in the origin and development of Behrend Campus and now Behrend College. Indeed, the original site was a significant gift to the University. As with other locations, in the '80s such local support will be essential in assisting Behrend to achieve its broader mission, especially in meeting Behrend's continuing critical facility needs. This calls for continued active participation by members of the Advisory Board to the College.

Although the College realized important enrollment increases in the fall of 1979, nevertheless, total enrollments presently are significantly short of those anticipated at the time of Behrend's designation as a College. Those anticipated were considered necessary for Behrend to establish itself as a four-year campus. Because of potential uncertainty surrounding the future demand for upper-division courses and baccalaureate degree enrollment, the annual reviews of the Perspective should monitor closely Behrend's four-year mission. In the meantime, Behrend College should work diligently with the local community for capital support and also work with the community colleges, Penn State's Commonwealth Campuses, and other two-year institutions as potential feeders to the Behrend baccalaureate program.

Capitol Campus

Capitol Campus, a unique academic unit in the Penn State system, is charged with providing baccalaureate education at the junior and senior levels and selected graduate programs at the master's level. Since its inception in 1966, the campus has graduated more than 7,000 students.

Because of its geographic location near Harrisburg, the state's capital and one of the more prosperous areas of the state, the potential of the Capitol Campus in the 1980s is considerable. The Harrisburg Area Community College is expected to remain the principal feeder institution to the Capitol Campus. Special opportunities are anticipated in the Harrisburg area for graduate programs geared to an adult population and for rapidly developing programs of continuing education. Opportunities also should be explored for developing new curricular and public service programs to serve the needs of minority groups in the Harrisburg area.

Prior to the establishment of the Capitol Campus and the Harrisburg Area Community College, Penn State joined a consortium, the University Center, to provide higher education in the Harrisburg area. With the emerging maturity of the Capitol Campus and the Harrisburg Area Community College, the need for the University Center may have been met. Accordingly, the University's affiliation with the Center should be reexamined.

Capitol Campus' mission is also statewide. Professional programs in business, engineering technology, public administration, regional planning, and other fields attract students from across the state. Associate degree graduates from Penn State's Commonwealth Campuses, particularly York, Berks, and Schuylkill, are well represented in the Capitol Campus' student body, as are transfer students from Lehigh County and Montgomery County Community Colleges.

Entering the 1980s, Capitol Campus may experience modest growth because its undergraduate curricular strengths in business and engineering technology coincide with society's current demands for such professional education. At the same time, the campus must continue to be strong in the basic arts, humanities, and social sciences.

Prospects for Capitol Campus are enhanced further by several recent developments, including increased research activities, the establishment of several interdisciplinary academic programs, and the appointment of a community advisory board. The advisory board is expected to assist significantly in campus development and in community awareness and support. A more aggressive recruiting policy has been initiated, along with additional curricular offerings tailored to meet the special needs of the population which surrounds the center of Pennsylvania's state government. New graduate courses and programs in business-public administration, American studies, and mass media are being augmented. Significant steps have been taken by faculty members at Capitol in the area of research. The number of grants proposed and funded has increased demonstrably, which has considerably enhanced the prospect of the Capitol Campus mission in research.

One important consideration in the immediate future is the serious need for additional multipurpose laboratory facilities. As recommended in Chapter VI, private gifts in addition to state financing should be sought for this needed facility. In particular, such a facility would benefit greatly a proposed applied sciences program which would help in the development of joint programs with The Milton S. Hershey Medical Center.

Radnor Center for Graduate Studies and Continuing Education

The Radnor Center opened during the summer of 1978 as the successor to the King of Prussia Graduate Center. The new Center combines the physical, administrative, budgetary, and instructional functions of the former King of

Prussia graduate programs with the area's continuing education program.

This reorganization, which combines the responsiveness of continuing education with the traditional quality controls of the graduate faculty, allows the Center to meet the educational needs of part-time graduate students in Southeastern Pennsylvania and of Continuing Education students of all ages and backgrounds. The faculty members at Radnor and from University Park provide graduate education opportunities in professional master's degree programs.

The organizational arrangement and the specific programs delivered at the Radnor Center should be monitored closely and reassessed no later than January 1982. The types of programs, organizational relationships, and leadership at the Center should be modified as required.

Need for New Emphases

Many instructional, research, and public service needs of the University cross traditional disciplinary, college, and campus lines. Some of these needs presently are being met, some emergent needs now must be addressed, and new needs are sure to develop during the decade ahead. Achieving the desired level of academic quality and administrative coordination requires approaches which do not fit clearly into our existing and relatively stable administrative structure.

The general goal of enhancing the quality of the University's educational programs suggests that new ways should be found for coordinating educational policy. Matters of concern include maintaining up-to-date curricula; developing more cohesive ways of curricular review, planning, and implementation; and capitalizing on the interaction of research and teaching. The objective of this new focus should be to establish a mechanism, with appropriate faculty, student, and administrative participation, which would be responsible for the ongoing examination of the general educational goals of the University.

In spite of potential contraction, the University must be able to free resources to take advantage of new opportunities. Such opportunities always are present and the University must have the vision to select and pursue those which seem most appropriate to Penn State and its unique capabilities.

All present and future possibilities for new emphases cannot be listed here, but the examples that follow represent the kinds of concerns that the University must have for the future. As the University implements the recommendations of this Perspective, these and other areas of concern which will arise should be studied.

Health-Related Programs

An increasing knowledge of the impact of the environment on health, a larger number of older people in Pennsylvania, an expansion of the current system of health care, and the placing of higher value on the quality of life in the decade ahead will present demands for health-related educational programs that Penn State as a Land-Grant institution should pursue rigorously. A number of quality health-related programs are scattered throughout the University--e.g., medicine, nursing, gerontology, nutrition, pharmacology, genetics, physiology, environmental pollution control, bioengineering, and medical equipment technology. The University lacks, however, a sufficiently coherent policy on health education programs.

Health manpower needs, student demand, and institutional capability should be examined in establishing priorities and selecting those programs in the area of health education which the University wishes to pursue. Although a separate college or school is not required, the University should create a new organizational focus to signal clearly its commitment and intention to meet the health needs of the citizens of Pennsylvania.

International Programs

In an increasingly interdependent world, Penn State must provide a wide variety of international experiences for as many students and faculty and staff members as possible. A strengthened University-wide international dimension is essential to help graduates cope with the complex international events which have direct effects on their lives and to help them assume a role of community leadership in responding to these events.

The following goals set the tone for action needed to achieve the desired level, quality, and variety of international programs and activities:

--provide experiences that develop student appreciation of other cultures and languages through study abroad opportunities, interaction with international students and visitors, and "internationalization" of the curriculum;

--develop increased international understanding by faculty and professional staff members through opportunities to participate in such international research projects as scholarly conferences, exchange programs, and language study;

--maintain and expand Penn State's reputation for executing large-scale development contracts through increased cooperation with other nations, with other universities in the United States and abroad, and with various funding agencies; and

--increase understanding among Pennsylvania legislators, the business community, and the public at large concerning issues of international scope and the implications of such issues for government and business in the Commonwealth.

At present, responsibility for the development and coordination of these programs is fragmented in several offices across the University, limiting Penn State's ability to respond to emerging opportunities. To coordinate and manage University-wide efforts in meeting the above goals, the University should consider the establishment of an appropriately organized office. Such an approach would provide the visibility requisite to the creation of a new focus on international programs and the authority required to carry out the task.

Energy Programs

Future decades will bring substantial changes in energy use, including consumption patterns, recovery and use of natural resources, environmental preservation and improvement, economic activity, manufacturing, transportation, and commerce. Penn State is especially well qualified to be a major national and international resource in dealing with these problems and opportunities because of its existing strength and research reputation in these areas. In particular, Pennsylvania's history in natural resource development and manufacturing, including coal-related industries, is mirrored in the University's strong programs of the College of Earth and Mineral Sciences and the Materials Research Laboratories; in its vast experience in transportation and commerce in several of the Intercollege Research Programs and research activities of the Colleges of The Liberal Arts, Engineering, and Business; in the long-standing efforts of several colleges to maintain health standards and a wholesome environment in a heavily populated, industralized state; and in its many programs of the College of Agriculture.

Accordingly, a major research effort on energy development and use and the associated outcomes is especially appropriate at Penn State. Major sources of new funds for research are likely to become available. Energy research also stimulates and enhances instruction and public service. Students and the public alike will be served well by the development of a new focus on energy-related problems.

Technological Changes

Frequent reference can be found in a wide variety of publications to the role of technology in the nation's future. It is expected that this will be increasingly true, and in the future the University must adjust to this social trend even more than it has in the past. There is, first, a need for students to increase their knowledge of technology since, after they graduate, whether in a technological field or not, they will have to participate as citizens in making important decisions on technical matters. These decisions must be based on an appropriate knowledge on the part of all those involved. Curricular response to this need will be required; the successful Science, Technology, and Society program is an example of such an innovation.

Second, technology itself produces change and innovation. The University in the '80s will be educating students who will be working members of society in 1990 and beyond. The University should be constantly aware of the need to prepare students to cope with and understand change. An example of such change is the way in which interactive computers and micro-processors promise to revolutionize many aspects of communications, information gathering, and computation. To meet its goal of quality, Penn State should be able to provide opportunities for research, instruction, and continuing education in this area.

Third, the University should continue to seek innovative ways to incorporate new technological advances in the delivery of its programs and services. Considering Penn State's past experience in computer-assisted instruction, its resources in the University Division of Instructional Services and Broadcasting Services, and its geographical distribution of locations throughout the state, the University is in an excellent position to be a leader in instructional innovation and improvement through the use of technology.

The interdisciplinary nature of these concerns and the need for specialized equipment indicate that Penn State must find new ways of coordinating programs relating to technology.

Conclusion

The University is based solidly in the Land-Grant heritage and reaffirms its mission to provide educational opportunities to Pennsylvania citizens. With its 22 campuses, Penn State's statewide missions will continue to reflect the dynamic interaction among and between its various units. Nevertheless, any general mission requires continual reexamination. The distinctiveness of Penn State's contribution to the Commonwealth arises from a blending of instruction, research, and public service and will be maintained. It is necessary, however, to determine what Penn State can do best. Program priorities will be established. Emphasis will continue to be placed on education for the professions, but, as a University, Penn State is also committed to the excellence of the basic disciplines in the arts, humanities, and sciences. Technological expertise, regardless of its sophistication, is meaningless if it is not tempered by those spiritual and aesthetic values upon which the arts and the humanities are based.

The University will seek to improve the quality of its instructional, research, and public service programs. It will encourage innovation. It will seek ways to encourage flexibility, so that at each location the University can be responsive to need. Flexibility in programs and services requires flexibility in organization. Penn State should examine its organization and its delivery systems to determine which structures provide the best means for taking advantage of new opportunities.

CHAPTER III

ENROLLMENT PROSPECTS

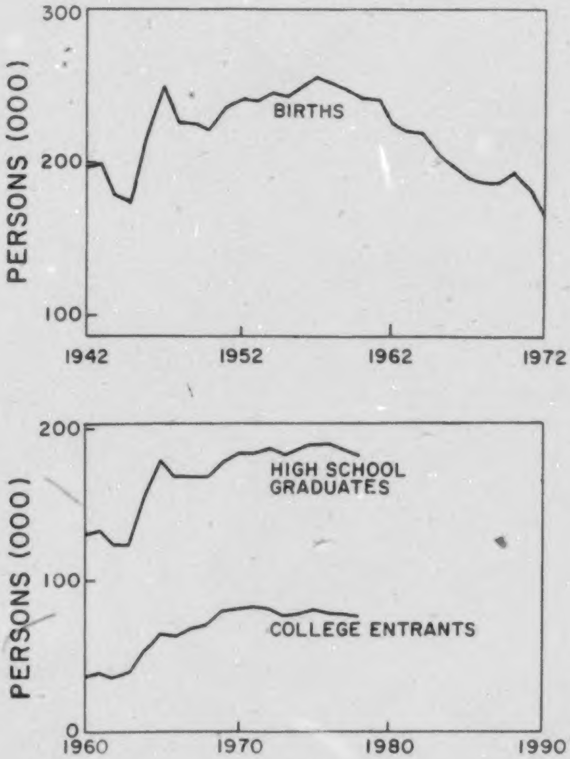
Beginning in 1945, colleges and universities in the United States experienced an unparalleled growth in enrollment. Realizing that this period of expansion eventually would yield to an extended era of contraction, the formulators of Penn State's 1972 Academic Policy Plan opted for conservatism. Freshman admissions were stabilized and this naturally led to a stabilization of overall enrollment.

The decision to stabilize was based largely on the intractable relationship between births in a given year and high school graduates and college entrants 18 years later. The cresting of the post-World War II "baby boom" in the late '50s clearly pointed to a stabilization in the demand for admission to college in Pennsylvania, as indicated in Figure 1. The decline of birth levels throughout the '60s, also seen in Figure 1, portended a drop in the demand for higher education in the '80s. The magnitude of the reduction and its impact upon individual institutions, however, remain unclear.*

Factors Affecting Higher Education Enrollments

The three external factors which influence the magnitude of higher education enrollments are: (1) the size of the population group typically associated with each level of enrollment, (2) the proportion of this group eligible for attendance, and (3) the proportion of the eligible population electing to "participate" or enroll.

Figure 1. Births, High School Graduates, and College Entrants for Pennsylvania (Births: 1942-72, High School Graduates and College Entrants: 1960-78)



Throughout this century, a combination of factors fueled the growth of postsecondary education enrollments--the steady increase in the size of the 18- to 22-year-old college-age population; the phenomenal rise in the proportion of this group earning a high school diploma (from 8 percent in the early 1900s to nearly 80 percent in the 1970s); and the sharp gain since World War II in the college participation rate of high school graduates.

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*Penn State enrollment data in Chapter III are based on University records. Other data sources included the U.S. Census Bureau, the National Center for Educational Statistics, and the Pennsylvania Department of Education.

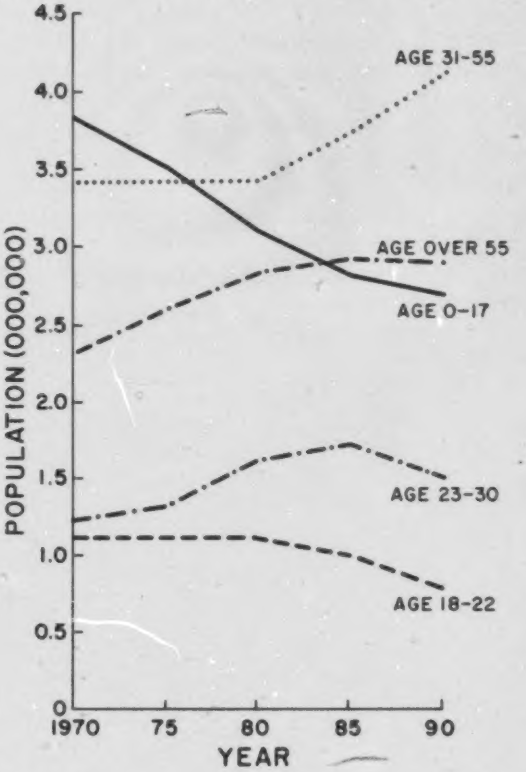
Since the percentage of 18-year-olds graduating from high school is now approaching its upper limit, future changes in college enrollment will be shaped principally by demographic forces affecting the size of the college-age population and circumstances influencing college participation.

Population

For the balance of this century, the effects of demographic forces upon higher education enrollment in Pennsylvania can be predicted with reasonable certainty.

Between 1978 and 1990, the size of the total population of the state is likely to remain stable at about 12 million. The racial and sexual proportion in the population will not change materially, but the number of Spanish-speaking citizens is expected to increase. Major changes will occur in the age distribution as a result of the tremendous rise and fall in the birth rate in the post-World War II era. As noted in Figure 2, between 1978 and 1990 declines will be experienced in the age group below age 26,

Figure 2. Pennsylvania Population by Age Sector (Actual 1970-78, Projected 1980-90)



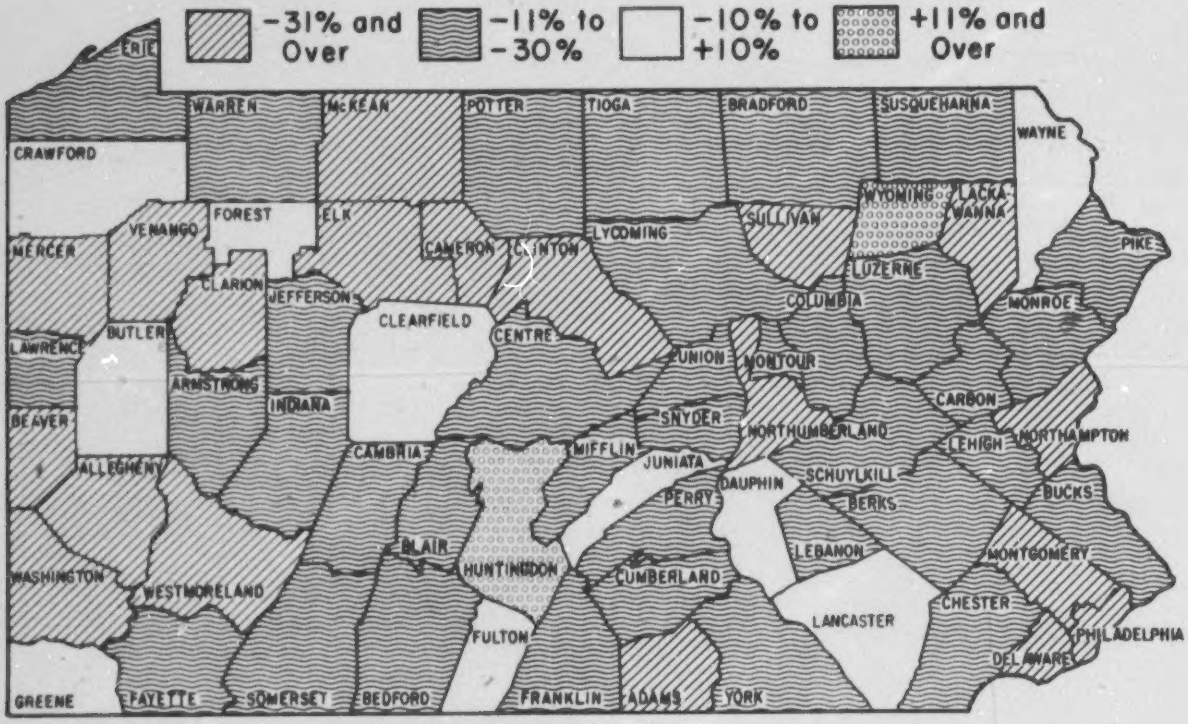
Age	Population (000,000)						Change 1978-90	
	1970	1975	1978	1980	1985	1990	(000,000)	Percent
0-17	3.8	3.5	3.2	3.1	2.8	2.7	(0.5)	(16)
18-22	1.1	1.1	1.1	1.1	1.0	0.8	(0.3)	(27)
23-25	0.5	0.6	0.6	0.6	0.6	0.6	(0.1)	(17)
26-30	0.7	0.7	0.9	1.0	1.1	1.0	0.1	11
31-35	0.6	0.7	0.8	0.8	1.0	1.0	0.2	25
36-55	2.8	2.7	2.6	2.6	2.7	3.1	0.5	19
Over 55	2.3	2.6	2.7	2.8	2.9	2.9	0.2	7
Total	11.8	11.9	11.9	12.0	12.1	12.0		

while gains will occur in the age groups above this level. In total population, the loss in the younger age group is compensated by the gain in the older age group, but the significance of this shift for higher education enrollments is substantial. In general, the patterns of population change for Pennsylvania will be similar to those in other states in the Northeast.

Of paramount importance to the magnitude of future higher education enrollments in Pennsylvania is the population between 18 and 30. The age 18-22 group, from which over 70 percent of undergraduate enrollments are drawn, is expected to fall by 27 percent between 1978 and 1990, paralleling a 31 percent decline in high school graduates. The age 23-30 group, which constitutes about 70 percent of the enrollments at the graduate level and in a variety of adult education activities, will experience a modest increase in the '80s, but will return to its 1978 level by the end of the decade.

As shown in Figure 3, the reduction in the number of high school graduates between 1978 and 1990 will not be distributed evenly throughout Pennsylvania. The greatest losses will be experienced in the western counties and in the region adjoining Philadelphia. Only two sparsely-populated counties are expected to experience an increase greater than 10 percent. Since the Commonwealth Campuses and Behrend College draw most of their students from their immediate areas, wide variation in enrollment trends among campuses is likely to occur.

Figure 3. Percent Change Between 1978 and 1990 in High School Graduates for Pennsylvania



Participation

The future course of college participation rates among those eligible to attend is not as clear. In 1960, only 29 percent of Pennsylvania's high school graduates enrolled in colleges in the year after graduation. During most of the '60s, the rates rose steadily. Near the end of the decade, however, the rate stabilized at 45 percent and remained there for several years. Similar patterns were observed in the college participation rates of other age groups of the population. The experience of the early '70s suggested that college participation rates were achieving a position of relative stability, which could carry forward into the next decade.

As the '70s proceeded, a decline in college participation of high school graduates to about 42 percent gave rise to the alternative position that significant declines in college participation rates in the latter half of the '80s would occur. According to this hypothesis, the rise in college participation rates after World War II was caused by an increase in economic rewards for college graduates. The economic gain was related to a shortage of college-trained manpower, which, in turn, could be traced to the low birth rates experienced during the Depression. Since a very different set of circumstances now prevails, some analysts suggest that the economy of the '80s, with its prospects of slower growth and a composition less favorable to education-intensive sectors, will not offer economic incentives for college attendance comparable to those of the '60s. As a consequence, college participation rates could drop, perhaps by one-third or more, by 1990.

Alternatives for the Future

Coupling the effects of changes in the college age population with those of college participation rates produces two different patterns for possible higher education enrollments in Pennsylvania between 1978 and 1990. If college participation rates stabilize at the level of the early '70s, then enrollments are likely to parallel the decline in the size of the population groups typically associated with postsecondary education. Were this to occur, enrollment would drop roughly 25 percent across the state. On the other hand, if college participation rates were to drop as well, then an enrollment decline as high as 50 percent could occur. Because of this uncertainty, year-to-year trends should be examined closely.

Impact Upon Penn State

At the present time, Penn State's enrollment position is relatively strong. Enrollments at the graduate level, and in nondegree credit and correspondence study have declined somewhat, whereas those at the undergraduate level and in the noncredit formal and informal program-area show no signs of incipient erosion. The strength of the University's current position, however, does not imply that the more pervasive trends in population and college participation rates will not influence Penn State's enrollments in the next decade.

For this reason, the projections of the University's enrollment in the '80s presented in the subsequent sections of this chapter, are based upon forecasts of the age-specific population appropriate to each category of enrollment at each location. In addition, the projected enrollment for each category takes into account two different assumptions concerning college participation in the '80s. The upper level assumes the college participation rates in effect in the early '70s, while the lower assumes a declining rate of participation. Penn State must take into account both of these possibilities in order to be in a position to respond appropriately in the last half of the next decade and beyond.

Resident Credit Enrollment

Resident credit enrollment is examined in three categories: undergraduate degree, graduate and medical degree, and nondegree.

The undergraduate degree enrollment category is comprised largely of 18- to 22-year-olds in full-time study for an associate or baccalaureate degree. Graduate students are older than undergraduates, and about one-half pursue their studies on a part-time basis. The nondegree category consists primarily of individuals from 18-30 years of age who have diverse interests and who usually attend on a part-time basis without an expressed degree commitment. For some, the objective may be preparation for matriculation as a degree candidate, but for others, attendance may be related to professional or specialized intellectual interests. Because each of these groups is unique, the forces governing future enrollment prospects in each category differ.

Undergraduate Degree

The present division in enrollments between associate and baccalaureate programs is expected to remain unchanged at about 8 percent and 92 percent, respectively. For a variety of reasons, the University is still attracting a greater number of well-qualified students than can be admitted. As a result, undergraduate degree enrollments, as shown in Table 1, are expected to decline only 10 percent from 41,900 in 1978 to 37,700 in 1990, assuming the college participation rate remains stable. This decline is in marked contrast to the 27 percent drop in the college-age population in Pennsylvania over the same period. If the full effect of reduced participation materializes by 1990, however, undergraduate enrollment could fall by 39 percent, with the major portion of the decline materializing after 1985.

Table 1

Penn State Resident
Undergraduate Degree Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)		
	Associate	Baccalaureate	Total
1970	3.8	31.0	34.8
1975	3.9	39.1	43.0
1978	3.5	38.4	41.9
1980	3.4-3.7	38.0-38.7	41.4-42.4
1985	2.6-3.2	33.2-36.8	35.8-40.0
1990	1.7-2.9	23.7-34.8	25.4-37.7

Graduate and Medical Degree

The Master Plan for Higher Education in Pennsylvania 1978 and Penn State's mission dictate a major role for Penn State in graduate and medical education. Medical education enrollments will be stable because of limitations in facilities. Shifts in the national economy, changes in the supply of and demand for individuals educated at the highest levels, and resource constraints will continue to influence graduate enrollments at Penn State and elsewhere. Recent demand for admission from highly qualified students is below that of the early '70s. In recent years, the pattern of graduate study has shifted to those programs leading to careers outside academe. This trend is likely to continue.

If Penn State's graduate degree enrollment regains the level of interest expressed in the early '70s, enrollments would remain relatively stable throughout the next decade, as displayed in Table 2. On the other hand, if graduate student participation continues to erode, a drop of as much as 40 percent, from an enrollment of 6,200 in 1978 to 3,700 in 1990, may occur.

Table 2

Penn State Resident Graduate and Medical Degree Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)		
	Graduate	Medical	Total
1970	5.4	0.2	5.6
1975	6.5	0.4	6.9
1978	6.2	0.4	6.6
1980	6.0-6.5	0.4	6.4-6.9
1985	5.5-6.4	0.4	5.9-6.8
1990	3.7-6.3	0.4	4.1-6.7

Nondegree Credit Enrollment at On-Campus Locations

There has been a recent decline in enrollments for nondegree study because of a drop in the demand for inservice teacher education. This change, however, appears to have run its course. Because the age range of nondegree students enrolled in both resident instruction and continuing education is much wider than the age range in the traditional undergraduate student body, the prospective impact of demographic change alone on future nondegree enrollments is largely mitigated. The major unknown for Penn State is the effect of increased competition for the nondegree student.

Provided that participation rates remain constant, nondegree enrollment at the University's campuses, currently at 8,400, probably will rise modestly in the early '80s and then return to the 1978 level. A severe drop in participation, however, could cause a decline as high as 43 percent, from 8,400 in 1978 to a level of 4,800 by 1990.

Table 3

Penn State Resident Nondegree Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)
1970	5.6
1975	10.7
1978	8.4
1980	8.3-9.2
1985	7.1-8.5
1990	4.8-8.1

University-Wide Impact

Assuming that college participation rates regain the levels achieved in the early '70s, a drop from 56,900 in 1978 to 52,500 in 1990 is likely to occur in the University's total resident credit enrollment, which is comprised of all students in attendance at campus locations for credit study regardless of the delivery system employed. This decline of only 8 percent is in marked contrast to one of about 25 percent expected throughout higher education in Pennsylvania

Table 4

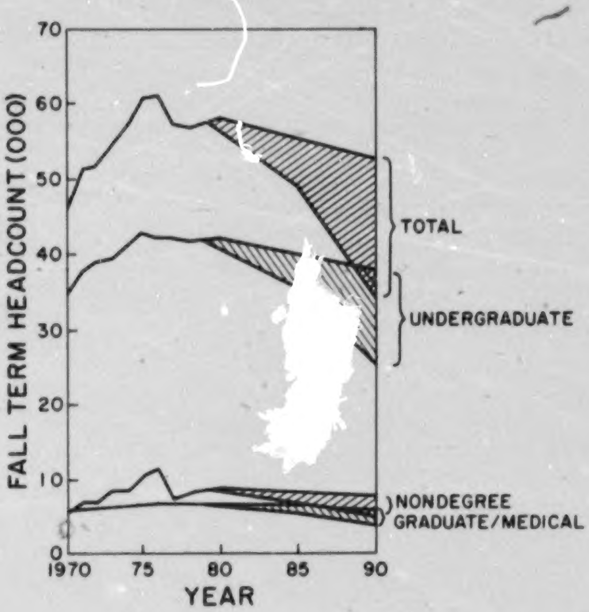
Penn State Resident Credit Enrollment by Sector
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)			
	Undergraduate Degree	Graduate and Medical Degree	Nondegree	Total
1970	34.8	5.6	5.6	46.0
1975	43.0	6.9	10.7	60.6
1978	41.9	6.6	8.4	56.9
1980	41.4-42.4	6.4-6.9	8.3-9.2	56.1-58.5
1985	35.8-40.0	5.9-6.8	7.1-8.5	48.8-55.3
1990	25.4-37.7	4.1-6.7	4.8-8.1	34.3-52.5

under the same conditions. On the other hand, severe erosion in college participation rates would cause a decline in the University's enrollment of as much as 40 percent to a level of 34,300 in 1990. In both cases, most of the decline in enrollment, as depicted in Figure 4, will be in the undergraduate degree category, the largest element of the University's resident credit enrollment and the one affected most adversely by the population change of the '80s.

The drop in total resident credit enrollment, under conditions of stable participation, is expected to be concentrated largely at the Commonwealth Campuses, as shown in Table 5, as long as the current patterns of campus selections by students prevail. Although Penn State's admissions process has been conducted always with the objective of extending offers of admission in accord with the choice of campus designated by the applicant, it has not been possible in the past, because of capacity constraints, to accommodate fully all student choices for University Park. Thus many students were offered admission to their

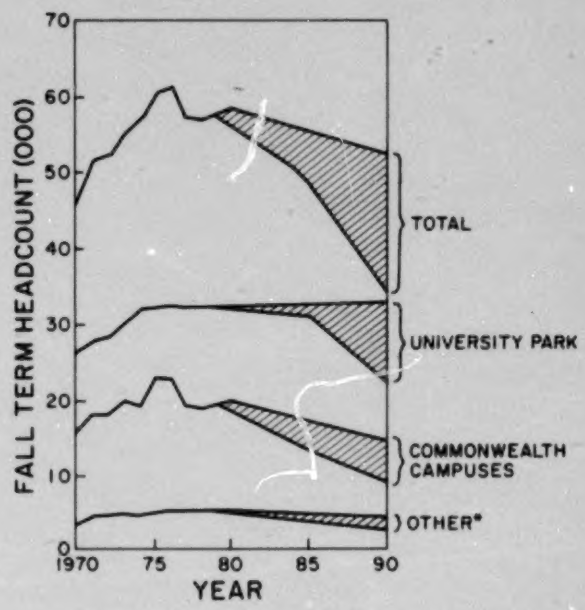
Figure 4. Penn State Resident Credit Enrollment by Category* (Actual 1970-78, Projected 1980-90)



*The upper limit in each enrollment category assumes college participation rates of the early '70s. The lower assumes the rates will drop by about one-third by 1990.

second-choice campus. As the total applicant pool declines in the next decade, it will be possible to extend offers of admission to an ever-increasing proportion of the applicants naming University Park as a first-choice location and still maintain the enrollment limit of 32 to 33 thousand. As a consequence, the Commonwealth Campuses, as well as Behrend College, may have to depend for their enrollments to a greater extent upon applicants from their respective service areas who designate the local campus as a first-choice location. Since many of these campuses, which were designed to serve local constituencies, are in regions of significant college-age population erosion, a decline in admissions is anticipated based upon currently applicable campus-choice patterns. If this decline materializes, then ultimately there will be fewer juniors transferring from the Commonwealth Campuses and Behrend College to University Park. As a result of accommodating student choice, the University Park enrollment is expected to consist of increased numbers of lower-division students and somewhat fewer upper-division students.

Figure 5. Penn State Resident Credit Enrollment by Location** (Actual 1970-78, Projected 1980-90)



*Behrend, Capitol, Hershey, and Radnor

**The upper limit in each enrollment category assumes college participation rates of the early '70s. The lower assumes the rates will drop by about one-third by 1990.

Table 5

Penn State Resident Credit Enrollment by Location
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)						
	University Park	Commonwealth Campuses	Behrend College	Capitol Campus	Hershey Medical Center	Radnor Center	Total
1970	26.3	15.8	1.6	1.6	0.3	0.4	46.0
1975	32.4	23.0	2.0	2.5	0.5	0.2	60.6
1978	32.6	19.1	1.7	2.7	0.5	0.3	56.9
1980	31.8-32.6	18.9-20.3	1.5-1.6	3.1-3.2	0.5	0.3	56.1-58.5
1985	31.5-33.0	13.3-17.3	0.9-1.3	2.3-2.9	0.5	0.3	48.8-55.3
1990	22.5-32.9	9.0-15.0	0.6-1.1	1.5-2.7	0.5	0.2-0.3	34.3-52.5

On the other hand, if an erosion in college participation rates were to occur, the likely numerical drop in resident credit enrollment between 1978 and 1990 would be almost equal at the Commonwealth Campuses and at University Park, as shown in Figure 5. Under these circumstances, none of the campuses of the University would have a sufficient number of qualified applicants to maintain current enrollments under the existing standards of admission.

Resident Credit Enrollment Strategies

Penn State's enrollment also will be shaped by the manner in which the University responds to the forces governing changes in population and the rate of college participation. The central goal of Penn State's enrollment policy in the '80s should be the maintenance of the academic quality of the student body.

Recruitment and Admissions

The determination of who is able to benefit from a higher education should continue to be made on academic grounds. Although recruitment strategies should be directed toward improving participation rates, Penn State should continue to admit to degree programs only those students who are qualified academically.

The University already has taken steps to increase the quality and extent of its recruitment efforts. The recent appointment of a Dean of Admissions and a reorganization of the Office of Admissions are designed to bring new vitality to Penn State's undergraduate recruitment effort. The University will devote special attention to increasing the number of highly qualified Pennsylvania high school graduates applying to Penn State. A new emphasis on recruiting out-of-state students also should be established but it should maintain the concept of a tuition differential for out-of-state students. Prospects which deserve particular attention in this effort are students from the families of the more than 65,000 out-of-state alumni, many of whom attended a Commonwealth Campus. Without reducing the University's commitment to the total spectrum of qualified Pennsylvanians, special recruitment efforts should be targeted at the upper admissions categories both within and outside Pennsylvania to encourage academically gifted students to consider Penn State. High school students with special talents should be made aware of the opportunities in their fields which Penn State can offer.

The Graduate School should play a more prominent role in helping departments recruit well-qualified graduate students and in assisting with the preparation and dissemination of information to prospective students. Toward this end, annual data gathered by the Graduate School from departments, such as the number of inquiries and applications and the summary of qualifications of those students who apply and those who are admitted, should be utilized more effectively.

Special recruitment programs for minority students at the graduate and undergraduate levels will be continued and improved. The community centers in Philadelphia and Pittsburgh should be maintained as a way to reach out to members of minority groups. The service of minority group alumni and community leaders should be sought in an increased recruitment effort. Penn State as a Land-Grant university has the responsibility to provide the educational, financial, and cultural environment which will assure that minority group students have the opportunity to succeed. To serve the Commonwealth of Pennsylvania fully, the University needs the many contributions provided by a diverse student body.

Qualified transfer students from other institutions also should be encouraged to complete their education at Penn State. These students provide a diversity of viewpoint and maturity of motivation which can enrich the University's academic and social life. Moreover, Penn State offers many majors and areas of specialization not readily available in other institutions. The University's calendar and its policies for granting transfer credit should be examined carefully to eliminate barriers and to facilitate the transfer of these students.

A matter of particular importance concerns the expression of campus choice designated by applicants. As indicated in the previous section, the Commonwealth Campuses and Behrend College, as time progresses, will become increasingly dependent for enrollments upon applicants from their respective service areas. Recruitment efforts should emphasize vigorously the advantages of each campus. In particular, these endeavors should be directed toward prospective students outside of Pennsylvania, especially those with University ties. Although residents of other states represent about 15 percent of Penn State's freshman applicants, they comprise only about 6.5 percent of the undergraduate enrollment, because past experience has shown that only a small proportion has considered attendance at a campus other than University Park. Recruiting efforts, particularly those conducted in close collaboration with personnel at campuses within commuting accessibility from other states, should stress the unique opportunities of attendance at such locations.

Retention

Not every student who enters college stays to complete a degree. Each year nearly 15 percent of the University's undergraduate degree students withdraw. An increase in the rate of retention will increase total enrollment and, over the long term, promote both enrollment stability for the institution and a more satisfying educational experience for the student.

A recent analysis of student attrition at Penn State suggests that retention might be improved by assisting those likely to leave the Penn State system with their financial planning, helping them find campus housing and employment, improving and expanding academic advising and counseling services, and maintaining contact with students who had left the University but might wish to return. Penn State should continue to explore ways to improve student retention with programs targeted to specific categories of students prone to withdrawing. The retention of students at the critical point of movement from the Commonwealth Campuses to University Park, in particular, should be addressed. Intervention strategies aimed at retaining students can be effective counter measures to potential enrollment declines.

Enrollment Through Continuing Education and Cooperative Extension

Although Penn State's size and impact often are judged on the basis of its resident credit undergraduate and graduate programs, the University serves far greater numbers of Pennsylvanians through its Continuing Education and Cooperative Extension Service programs.

Collectively, the students enrolled in these programs are usually beyond the typical college age and have diverse interests. Their educational experience is a part-time activity and their attendance is often intermittent. The activities which they pursue may be categorized as nondegree and noncredit programs and correspondence study.

The Continuing Education and Cooperative Extension Service enrollments presented in this section utilize the same fall term headcount convention used in the previous section for resident credit enrollments. This convention is consistent with the procedures used by the Office of the Registrar for reporting University enrollment statistics for credit, nondegree, correspondence, and informal courses and programs; it assures compatibility with official historical records; and it provides consistency among resident instruction, continuing education, and extension activities.

Before considering these enrollments in Continuing Education and Cooperative Extension, however, another view of these activities must be provided. Many of these programs, particularly the informal, are delivered for periods which do not conform to the University's term calendar. New programs begin and end at various times during each term. Accordingly, in order to comprehend the full magnitude of these activities, annual program enrollments should be considered.

In 1978, total enrollments in credit, formal, informal, and correspondence courses through Continuing Education were approximately 140,000. For the same period, educational service provided by Cooperative Extension in farm technology, family living, nutrition, community development, and 4-H youth reached enrollments in excess of 2.5 million. Educational meetings sponsored by Cooperative Extension and conducted by Extension staff and volunteers were attended by 1.2 million people.

Nondegree Credit Enrollment at Off-Campus Locations

As shown in Table 6, Continuing Education nondegree credit enrollment at off-campus locations should be fairly stable, provided that participation rates are not subject to further erosion. A drop in college participation rates and increased competition for students, however, could cause a substantial decline.

Table 6

Penn State Nonresident
Nondegree Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)
1970	7.0
1975	7.5
1978	2.6
1980	2.5-2.8
1985	2.2-2.6
1990	1.4-2.4

Noncredit Programs

Prospects for growth appear to be substantial in Continuing Education and Cooperative Extension noncredit courses, workshops, and conferences--particularly those offering occupational and professional updating. As shown in Table 7, enrollment in these programs is projected to increase by 18 percent, from 26,600 in 1978 to 31,300 in 1990, provided college participation rates remain stable. A decline in participation rates, on the other hand, might cause a drop of 30 percent by 1990.

Although the aggregate demand for offerings in this area are influenced by the same demographic and economic forces which will affect degree-credit enrollments over the next decade, enrollment will depend significantly on the commitment of resources for development. In the past, these programs have been initiated largely in response to expressed student needs. A more aggressive posture, in which offerings are created and promoted on the basis of anticipated demand, will be necessary, especially for the Commonwealth Campuses, Behrend College, Capitol Campus, and the Radnor Center, to meet growing competition from other universities and colleges.

Table 7

Penn State Noncredit
Program Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)
1970	14.4
1975	25.1
1978	26.6
1980	26.5-28.6
1985	25.0-29.8
1990	18.8-31.3

Correspondence

Penn State will continue to offer a variety of courses by correspondence study through the auspices of both Continuing Education and the Cooperative Extension Service. Although most people take these courses to fulfill recreational or occupational needs, some may utilize them for credit toward a degree.

Assuming stable participation rates, correspondence enrollments, as shown in Table 8, are projected to increase from 2,400 in 1978 to 3,300 in 1990, a gain of 38 percent. Even with declining participation elsewhere, stable enrollments may be anticipated in this category.

Table 8

Penn State
Correspondence Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)
1970	2.8
1975	2.9
1978	2.4
1980	3.0-3.5
1985	2.9-3.5
1990	2.2-3.3

University-Wide Impact

Assuming stable participation rates, enrollment in Penn State credit and noncredit education activities under the auspices of Continuing Education and Cooperative Extension, as summarized in Table 9, will rise from 31,600 in 1978 to 37,000 in 1990, a gain of 17 percent. An erosion in participation, particularly in noncredit programs, could cause a decline of 32 percent, from 31,600 to 21,600, by 1990.

Table 9

Penn State Other Credit and Noncredit Enrollment
(Actual 1970-78, Projected 1980-90)

	Fall Term Headcount (000)			
	Nondegree	Noncredit	Correspondence	Total
1970	7.0	14.4	2.8	24.2
1975	7.5	25.1	2.9	35.5
1978	2.6	26.6	2.4	31.6
1980	2.5-2.8	26.5-28.6	3.0-3.5	32.0-34.9
1985	2.2-2.6	25.0-29.8	2.9-3.5	30.1-35.9
1990	1.4-2.4	18.0-31.3	2.2-3.3	21.6-37.0

Conclusion

A particular set of demographic and economic circumstances in the '50s and '60s produced an unusual demand for higher education. From the cumulative evidence of the '70s, it is apparent that there will be a reversal of this trend throughout the '80s. Although the direction of change is certain, its magnitude is not, since participation rates cannot be predicted accurately.

Within these constraints, however, it appears likely that Penn State's enrollments will be affected to a lesser degree than those of the educational community at large. Two major reasons may be cited in support of this contention.

First, although a significant drop in the size of the 18- to 22-year-old population, from which most undergraduate students are drawn, is anticipated, the University is currently attracting more qualified applicants than can be admitted. The recent implementation of an active recruiting program, both in Pennsylvania and other states, should enhance this position, particularly since Penn State offers over 70 programs not available elsewhere in Pennsylvania. Of particular note is the fact that over one-half of the University's more than 200,000 living alumni are reaching the ages at which their children will be attending college.

Second, growth in the size of the population sectors above age 26 will place added demands upon the University for graduate education and noncredit study. Growing interest in such critical areas as energy development will serve to enhance Penn State's already strong national reputation at the graduate level. The increasing emphasis upon the need for occupational and professional upgrading, coupled with the University's firmly established statewide program in continuing education, will make opportunities for noncredit study for this purpose widely available throughout the Commonwealth.

As a consequence, if participation rates remain stable, Penn State's enrollment should be subject to only a relatively modest decline. Some shifts among the types of educational activities, however, are to be expected. On an individual campus basis, these shifts will tend to be compensating in effect. Although declines are likely to be incurred in undergraduate degree enrollment at the Commonwealth Campuses and Behrend College, most of the communities in which these campuses are located will experience gains in the size of the population sectors seeking continuing education programs. With the growing need for occupational and professional upgrading, these same campuses are likely to become the focal point, within their respective locations, for educational opportunities of this type.

On the other hand, if a generalized erosion in participation rates were to occur in all types of educational activity, the number of students in all enrollment categories would drop. In particular this would have an impact upon the undergraduate degree category. In this case, enrollment declines would be experienced throughout the University's system of campuses.

The University enters the '80s in a favorable position. It must couple this position with an aggressive recruitment program and the flexibility to expand and contract at various levels and locations as needs arise. Such a posture will allow Penn State to retain control of its destiny, emphasizing selective excellence in its admissions standards and academic programs.

CHAPTER IV

THE DEVELOPMENT OF STRENGTH: FACULTY AND PROFESSIONAL STAFF*

By the end of the '80s, if the University is to emerge as a stronger, more flexible and vital institution, it must attract and retain a faculty and professional staff of the highest quality and commitment. A climate of intellectual freedom, diversity, and challenge must be preserved and enhanced.

Professional Development and Vitality

A series of conditions facing the University intensifies the need to give attention to the professional development and vitality of faculty and staff members. In contrast to the past decade in which academic personnel were highly mobile and the number of young professionals entering the University exceeded the number of those retiring or moving on, faculty and staff members in the 1980s are likely to be older and less mobile. Penn State's annual turnover rate for faculty has been approximately eight to nine percent; the national rate over the next several years is projected to be about 1.5 percent. Fewer openings will exist, forcing potential faculty and staff members to seek work outside of academe.

Changing student preferences and emerging areas of inquiry are likely to require faculty members to be more flexible in their instructional and research expertise than they have been in the past. In light of the projected enrollment decline, the ability of Penn State and every university in the '80s to appoint new faculty and staff members and to develop in new program directions without reducing existing programs will be limited.

Individuals, especially those whose profession involves teaching and learning, should have the ability to adapt to a changing educational environment. In most cases, the adjustments will not be radical shifts from one field to another but will be shifts to allied fields. Systems as well as individuals must be adaptive; incentives and rewards must be devised to encourage and recognize individuals who demonstrate flexibility.

In order to maintain and extend the intellectual quality, vitality, and flexibility of its faculty and staff members, the University should encourage faculty and staff members to take advantage of existing opportunities for professional growth and development. For example, many eligible faculty members have not applied for sabbatical leaves because of instructional and other demands. The value of the infusion of new ideas is so important that department heads, directors, and deans should see that fiscal resources and encouragement are provided so that faculty members can take advantage of such opportunities. Additional opportunities such as time to engage in inter- and intra-institutional exchange programs, professional meetings across disciplines, and experiences in business and industry should be developed. Deans, department heads, and directors of campuses, divisions, and research units, working together with senior faculty members, bear the responsibility for taking the lead in assuring continued academic growth and high productivity on the part of all members of the faculty and staff.

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*The issues addressed in this chapter are limited to the special concerns of faculty and professional staff members. Discussions within Task Force III and the Steering Committee related to the many concerns of other University constituents. These concerns will require further study and clarification.

Academic freedom is the lodestone of faculty excellence. The increasing contraction of higher education nationally, and at Penn State in particular, may pose threats to that freedom. If faculty and staff members become increasingly security conscious, they may tend to become more conforming and feel less free to pursue riskier, albeit potentially productive, avenues of inquiry. It is not easy to determine what is truly innovative. The tendency to innovate, however, may decrease both in instruction and in research unless innovation is encouraged and supported actively. The University should promote intellectual risk-taking and the vigorous exchange of ideas.

Although research and scholarship are required of all faculty members, junior faculty members need an extra dimension of encouragement and assistance. Special efforts to assist junior faculty members as researchers and teachers should be implemented, including, whenever possible, increased seed money for research projects, time for concentrated study and writing, and the opportunity for collaboration with senior faculty members or in intercollege research programs. Early, clear evaluations of academic performance must be provided to junior and nontenured faculty members.

In like manner, middle managers in each unit need the encouragement of their administrative superiors for increased productivity. Special efforts should be made to assist them by way of providing time to develop and implement new office practices, encouragement and opportunity for pursuing advanced degrees, participation in management training seminars and regional and national professional organizations, and involvement on University committees where they can contribute because of their proximity to a particular administrative function. Creativity and enthusiasm should be tapped as a University resource and guided into channels of greater efficiency and productivity for the unit and for the University.

The senior faculty members from whom high productivity already is presumed should receive encouragement and rewards to redouble their efforts to obtain external funding for research and to continue to build the reputation of the University in the areas of teaching and public service. In some cases it may be necessary to identify without delay areas for retraining or renewal on the part of tenured faculty members. A number of possibilities for faculty retraining should be considered. For example, some faculty and staff members can be encouraged to develop new interests which differ radically from their past activities. Others may seek to teach in new or allied fields or across areas of expertise or in new formats that will require time and resources to create. Still others may desire to enter other areas of employment or to undertake nonfaculty roles in academe. These possibilities should be evaluated in light of the long-term interests of the individual and the University.

Affirmative Action

A vital academic climate draws strength from a pluralistic faculty and staff which includes a mix of ranks, ethnic groups, sexes, ages, and social backgrounds. At present the University faculty and the professional staff do not reflect adequately the diversity present in the society at large. The relatively small number of women and minority group members on the faculty and in the administration after six years of affirmative action indicates that the University must devote even more energy to this effort. Women and minority group members should be encouraged to enter fields in which they are underrepresented. The University should increase its efforts to enhance the diversity of its academic personnel by fulfilling the goals in its Affirmative Action Plan and by providing added incentives to retain these individuals following appointment.

The Affirmative Action Office should make a public report to the University community each year on the results of this effort and should expand its close working relationship with all units undergoing searches for new personnel.

Academic Personnel Policies

The quality of the University's faculty and professional staff members is related to the quality of its personnel policies, i.e., its appointment, evaluation, tenure and promotion, and compensation criteria and procedures. The University's increased selectivity in missions and programs should be reflected in the academic reward system. The President and Provost, in consultation with the University Faculty Senate, should continue to be responsible for the ongoing evaluation of criteria and procedures used in the appointment and evaluation of faculty. In similar fashion, the criteria and procedures used in the classification, appointment, and evaluation of professional staff should be reviewed.

Appointments

In the decade ahead each faculty and staff appointment is likely to receive even greater scrutiny to insure that the University's interests are served fully. Departments and programs in which appointments are made should be expected to provide more evidence that a new faculty or staff member is the best person available and that the appointment represents a high priority for the mission of the unit. While such criteria have been applied in whole or in part in all previous appointments, the competitive nature of resource allocation both within and outside the University in the coming years is likely to make the systematic application of these criteria a necessity.

Increasingly, short-term research and instructional demands are being met by appointing faculty and staff members on nonstanding appointments. The University should strive to provide fair treatment in assignment and compensation to nonstanding appointments. The University Faculty Senate should encourage an appropriate voice in governance for these individuals.

If morale is to remain high, faculty and professional staff members must retain a strong sense of both freedom and responsibility in their work. To promote this sense and to insure flexibility and initiative, the University should encourage more flexible appointments and contracts, including increased opportunities for possible joint appointments, exchanges with other institutions, and short-term leaves of absence for intensive research, teaching, or public service assignments outside Penn State.

In 1982, the mandatory retirement age for tenured faculty members will increase from 65 to 70 years of age; the current mandatory retirement age for nontenured faculty and all staff members is already 70 years of age. The number of persons choosing to retire at the mandatory age will continue unless additional incentives are provided to encourage earlier retirement.

Early or partial retirement could be of mutual benefit to the University and to the individual if attractive and feasible arrangements were developed. Within the legal constraints controlling the State Employes' Retirement System, experimentation with various options and incentives should be tried.

Evaluation

Faculty and staff members at Penn State are expected to perform their assigned responsibilities at the highest levels of professional excellence. In return, Penn State faculty and staff members expect that each person will be recognized and rewarded on the basis of the merit with which assignments are carried out. Means should be devised for evaluating and rewarding excellence of performance. Each faculty member's assignment differs greatly, however, in the proportion of effort allotted to instruction, advising, research, and public service. Many faculty members are experiencing conflict in setting priorities among these areas, especially as expectations differ among units.

The problem is exacerbated for the one-quarter of Penn State's faculty at the Commonwealth Campuses. The Commonwealth Campus system is administered academically by colleges and departments at University Park, with local assignments made by the campus director. These faculty members must be responsive to demands by both department heads and campus directors. In addition, they feel some professional isolation because of their geographic separation from their departments. In some cases, there is no critical mass of faculty members at a campus with similar research interests. Morale suffers as a result. The University should be sensitive to the special demands placed on Commonwealth Campus faculty members who often exert extraordinary effort to participate fully in departmental and University-wide affairs.

Performance assessments of faculty and staff members should occur regularly during all stages of their careers and should reflect the variety of assignments performed. Supervision of the review process is the responsibility of the department or campus but should include opportunities for peer review from both inside and outside the University.

Individual faculty members who have achieved tenure or the rank of associate professor or above should expect to undergo a thorough review of their performance and workloads on a regular basis. Individuals who are ineffective in their present assignment become an increasingly costly drain on scarce University resources. The University Faculty Senate in conjunction with the President, the Provost, and deans should devise ways to ensure that department heads and campus directors evaluate and encourage academic effectiveness of all faculty members regardless of rank or tenure status. Faculty and staff members should expect to know as explicitly as possible where they stand and what the future is likely to provide.

Promotion and Tenure

The purpose of academic tenure is to preserve academic freedom, the sine qua non of university life. It undergirds the professional dignity of faculty members whose performance has met the expected standards of excellence. Without the freedom to teach, to search, and to disseminate ideas openly and without fear, the University and the individuals within it cannot achieve true excellence nor aspire to greatness.

All faculty members must be scholars and must demonstrate continually their capacity for superior scholarship. Decisions to grant promotion or tenure must first address qualitative considerations. Promotion and tenure decisions also involve, however, a long-term commitment of fiscal and academic resources on the part of the University to the work of the individual faculty member. The impact of personnel decisions on program and probable financial resources increasingly must be taken into consideration in the tenure process. The University's present Promotion and Tenure Procedures and Regulations provide that:

> Although the tenure and promotion process is geared, narrowly and properly, to evaluating individual performance, the changing needs and priorities of the institution may also affect the decision to grant tenure or award promotion. Both equity and long-range interests of the institution, however, require directing primary attention to University needs and priorities at the time of appointment and careful intermediate and longer range academic personnel planning.

The University must provide consistent promotion and tenure review processes which stress excellence and fair procedures. The extent of recognition in evaluation processes of the assignments of faculty members within and among all divisions, campuses, and departments causes deep concern to some faculty members. The evaluation process leading to both promotion and tenure must be sensitive and fair to the persons being evaluated. It should continue to include recognition of the diversity of assignments for faculty members because of the different missions of academic units. All individuals and groups involved in the review process must be vigilant in their adherence to both the spirit and letter of PS-23. Differences between research and scholarship cited elsewhere in this document should be considered in the review process for promotion and tenure. Whereas all faculty members may not be expected to produce equally in research because of the differences in assignment and mission, all are expected to be scholars current in their disciplines. Indeed, it is their scholarship which provides legitimacy to all other activities--teaching and advising, research, and service--in which faculty members engage.

Probationary faculty members in general and Commonwealth Campus faculty members in particular should meet regularly with their academic administrators to discuss their professional performance and assigned duties. Both the academic administrators responsible for faculty evaluation and the faculty being evaluated should understand clearly the criteria on which faculty efforts are evaluated and the weighting of each individual criterion. The kinds of work required to meet the criteria and how a particular assignment fits into the overall mission of the unit also should be made clear. Every effort should be made to assist probationary faculty members to assess early and realistically the likelihood of gaining tenure.

Promotion must be based on clear criteria of excellence. Mere longevity and seniority in rank are not grounds for promotion. Individuals should provide evidence of continuously superior performance and peer esteem.

Compensation

The University faces a challenge in attempting to keep its salaries and fringe benefits for faculty and staff members fully competitive with similar institutions and other professional opportunities, as well as truly reflective of individual accomplishments.

Faculty compensation University-wide will be eroded greatly under present rates of inflation unless means are found for immediate and long-lasting support. Genuine excellence cannot be achieved over the long run without a high level of compensation.

A compensation strategy for faculty and staff members that is responsive to the diversity of competitive pressures of assignments and responsibilities is essential. Such a strategy should reaffirm Penn State's commitment to award compensation on the basis of merit rather than on an across-the-board basis.

Academic Leadership

An era of increased selectivity requires different patterns of academic decision making which will make new demands on academic leaders at all levels. While there will continue to be a need for committees composed of faculty and staff members to advise administrators and to review decisions, it is impossible and undesirable to free administrators from the necessity of making difficult choices. Courageous leadership is essential and must be exercised by those in positions of academic authority--the President, the Provost, deans, campus directors, and department heads.

The leader must have the responsibility and the authority consistent with high expectations. Department heads, deans, and campus directors must be held responsible for both programs and budgets within their academic purview. Accountability requires that the criteria on which decisions are made be disclosed to those affected by the decisions, that those affected by the decisions have the right to be consulted prior to the decision; that the process by which decisions are reached is well understood; and that adequate opportunity be provided for reactions after decisions have been reached.

Department heads, deans, and campus directors should strive to create a climate that fosters excellence in program quality. They should develop a sensitivity to the needs of faculty members and students in their department and college or at their location. They should provide strong support and encouragement, including advice and assistance in career development for each of their faculty members. In general, faculty members and students should have a strong sense of confidence in and respect for their academic leadership. Similarly, academic leaders should feel that their efforts to establish programs of the highest quality will be recognized properly and rewarded appropriately.

Individual academic leaders need better preparation for their roles. Department heads play a pivotal role in the appointment, evaluation, and reward of faculty and staff members, for example, and they also must manage an ever-increasing amount of information. To assist academic leaders to manage better their responsibilities, a leadership development program should be instituted to include on-campus sessions, expanded opportunities to attend various regional and national programs, and other training opportunities. The University reward system should reflect the importance of involvement in leadership responsibilities and should promote effective performance.

Performance assessments of academic administrators should occur regularly. The review process should reflect the assigned duties and should include opportunities, where appropriate, for faculty and students to be involved. Academic administrators should meet on a regular basis with their immediate superiors to discuss their professional assignments and performance. The University should be responsive to needs to enhance and improve administration and leadership at all levels in appropriate ways including personnel changes. Appointments should be made with care and every effort should be made to select the best person available on the basis of the duties required.

A special need exists to identify and develop women and members of minority groups for leadership positions. The University should step up its efforts in this regard, using the Provost's Fellows Program and similar programs at the college and campus levels. Because of the small number of women and minority group members available to serve in leadership and advisory positions, however, such leadership responsibilities may multiply disproportionately beyond regular duties. In performance assessments, the University should be sensitive to the additional roles such individuals may be performing.

Faculty Governance

Shared responsibility for governance between faculty members and administrators is essential for the effective functioning of a major university. Although primary responsibility for certain specific decisions must lie with either the faculty or the administration, both faculty members and administrators must participate actively and constructively in the making of decisions establishing the policies and operations of the University. Both faculty members and administrators should exercise initiative and leadership in the academic enterprise. Together they should establish general priorities and work to insure the flexibility of the University while maintaining its essential nature and high quality.

Faculty participation in governance is visible most often through the interaction of the Senate and the central administration. At Penn State, the University Faculty Senate, subject to the revision and orders of the President, has a legislative function for all matters pertaining to the educational interests of the University, e.g., curriculum, admissions, graduation requirements. The Senate also acts as an advisory and consultative body to the President on any matter related to the educational objectives of the University, including reorganization of academic units, academic personnel policies, student affairs, and policies affecting University development and utilization of resources. Consultation between faculty members and senior administrative officers through the Senate's committees should be enhanced. The Senate committee structure should continue to be organized generally parallel to the central administrative structure of the University. This facilitates greater understanding, communication, and cooperation between the faculty and the University administration. The Board of Trustees should continue to maintain communication channels with the faculty by inviting the Senate officers to attend regular meetings of the Board of Trustees and its committees.

Provision must be made for appropriate faculty participation at the department, college, and campus levels. Both planning of academic programs and decision making on resource priorities must be accomplished by joint faculty-administrative planning at the departmental, college, and campus levels. Commonwealth Campus faculty members should have appropriate opportunities to participate in decision making at the department and college levels.

Although a distinction may be drawn between consultation and decision making, clearer channels of communication between faculty members and administrators should be available and used during the '80s when the University is required to exercise great flexibility. Effective shared governance depends upon a sense of community, trust, and mutual accountability. Regular consultation between faculty members and administrators should be maintained for smooth departmental and college operations, and persons or groups who provide consultation and advice should be informed of final decisions and the reasons they were made.

Meaningful joint governance helps to insure high morale and continued faculty vitality, but the primary functions of faculty members are to teach and conduct research and public service. In order to make the most effective use of faculty and administrative time and energy, issues of special concern to the University community should be addressed through existing committees and bodies, i.e., the establishment and use of special committees, commissions, and task forces should be minimized whenever practical. Without reducing the effectiveness and extent of faculty participation, the University should seek continuously to strengthen and sharpen joint governance mechanisms while making more efficient and productive use of faculty members' time.

Responsiveness to Shifts in Demands

Changing student preferences and societal demands in the next decade will result in the need to shift resources among areas of study and among instruction, research, and public service. To accommodate these changes, efforts should be made to increase faculty flexibility.

Instructional and Public Service Response

The responsibility to carry its research, services, and teaching to the people of the Commonwealth is a unique mandate of Penn State as the Land-Grant university. The diversity of citizen concerns and issues should be addressed with renewed vigor by faculty and staff members from across the University, and creative initiatives in continuing education and Cooperative Extension and other agencies of public service should be encouraged and rewarded.

To meet student interests in specific new programs and courses which are consistent with its central thrusts, the University should encourage the development of instructional consortia among faculty members in the areas of high student demand. The University also should experiment with ways to enable faculty members to participate in cooperative arrangements, involving both geographic and cross-disciplinary ties, in order to offer its academic programs more effectively.

Research Response

The effort to develop new knowledge is often highly competitive and fast-moving. In order to maintain its reputation as a leading research university, Penn State, through its faculty and research staff, should develop new research initiatives.

University Park and The Milton S. Hershey Medical Center have been designated as the primary research campuses of Penn State. Analyses of faculty activity at University Park--reports are not compiled for the College of Medicine--show, however, that only 40 percent of the faculty spend part of their time on externally-funded research. Consistent with recommendations in Chapter II, this percentage should be increased. More faculty members need to devote more time and energy to research, whether internally or externally funded. The additional revenues generated by externally-funded research as well as the new contributions to knowledge by research are vital to the University and the Commonwealth. Greater efforts should be made to assist faculty members in developing research programs and in seeking external funding sources.

Penn State appoints some faculty members solely to research positions. For example, the Intercollege Research Program employs 150 academic personnel who do not hold joint appointments in a college. Research institutes are an excellent resource for responding to national research priorities, but research personnel should be integrated more thoroughly into the mainstream of faculty life.

The leading edge of research is frequently at the boundaries of two or more disciplines. Individual faculty and staff members who demonstrate particular interest and ability to work in new interdisciplinary and interdepartmental teams should be given strong support at all levels as well as increased recognition. Funds should be allocated for special efforts to initiate and stimulate interdisciplinary inquiries. Deans and department heads should encourage inter- and multi-disciplinary research so that their faculty may be engaged fully in productive and professional research.

Program Consolidation

Earlier in this Perspective the consolidation and realignment of some academic units and programs were recommended. To govern this consolidation and realignment, the University should adopt the criteria of quality, demand, cost, and flexibility. Although consolidation efforts should not be motivated solely by cost, any strategy of consolidation and realignment should be linked to the on-going program and budget evaluation cycles. Every effort should be extended to provide sufficient lead time to involve adequate consultation and adjustment. Final decisions, however, should not be delayed unnecessarily. Effective and open disclosure and administrative accountability are essential foundations for successful consolidation efforts. Well-analyzed, selective consolidation and realignment that are geared to long-term academic effectiveness and excellence are more likely to accomplish the goal of a strong and secure University.

As enrollments continue to shift during the 1980s, the University expects that with careful planning normal retirement and resignation of faculty and staff members will allow for the necessary reduction in numbers to accommodate change. Nevertheless, imbalances and mismatches between faculty expertise and academic program demands are likely to occur and, in fact, are occurring already in some areas. The need to accommodate program shifts will require more careful management of faculty resources.

The Provost should continue to allocate resources which will permit colleges to make temporary appointments to meet unexpected program demands and new opportunities. The University should provide assistance in relocation or retraining to tenured faculty members whose programs and positions have been reduced or phased out. Faculty and staff members should be informed of their rights of job security, fringe benefits, and other matters, and feel free to exercise them.

Conclusion

Penn State's ability to provide quality research, instruction, and ser-

61

vice to the Commonwealth in the decade of the '80s is dependent upon the quality and vitality of its faculty and staff members. Maintaining vitality will be an especially challenging task in a period of increasing limitations on mobility. Penn State should retain and improve its flexibility to appoint new faculty and staff members, to nurture the full development of talented individuals already associated with the University, and to provide incentives and rewards for the highest quality performance by all those who serve the University in its various missions.

CHAPTER V

THE DEVELOPMENT OF STRENGTH: STUDENTS

Each generation of students makes its own significant contribution to what a college or university purports to be. Although the needs and expectations of students change, the students' contributions to the University can become more pervasive than they are now in shaping a total experience of quality. A goal for Penn State in the '80s should be the enhancement of the relationship between the University's academic programs and the life of its students.

Academic Concerns and Expectations

According to the annual Cooperative Institutional Research Program survey conducted by the American Council on Education and the University of California at Los Angeles, the reason most often cited by students for attending Penn State is the University's strong academic reputation. Penn State's relative affordability and wealth of opportunities are other drawing cards, as is the institution's diversity and breadth. Some students are attracted by the concept of the Commonwealth Campus, which allows them to obtain a high quality education while remaining at home. These various attributes are strengths of Penn State which should be preserved.

One of the goals of the Land-Grant philosophy is to combine quality with access, i.e., reasonable cost. Neither should be sacrificed at Penn State. The University must safeguard its financial base, but it also must strive to ease the students' financial burden. The students' proportionate share of the cost of education should be increased only when all other measures have been exhausted.

College students most often continue their studies to obtain better jobs, and Penn State students are no different from their national peers. The University's historic areas of strength have been, for the most part, in professional fields, many of which have experienced a major increase in student demand. Steps have been taken on past occasions to limit the number of students admitted to a particular college or curriculum. In the future, the University should be flexible enough to shift needed resources to areas of high demand in order to avoid the need for inappropriate enrollment constraints.

Student input should be a crucial part of any discussion regarding the University's general education requirements. Students have expressed concern that some degree programs are too prescribed. Each degree program should provide some student election of courses, and more interdisciplinary course offerings, such as the Science, Technology, and Society Program, should be developed.

In addition, where students express a career concern, expansion of practical experience programs may be appropriate. Such programs as practicum, internship, and cooperative education usually benefit the students, the employers, and the University. Care should be taken, however, to integrate these experiences without compromising basic theory components of the curriculum.

Instruction and Advising

In any large university, the quality of instruction and advising varies widely from department to department and from instructor to instructor. While recognizing the unique aspects of various departments and campuses, the integrity of the University requires that high quality instruction and advising be emphasized throughout the University. Department heads and campus directors should take the responsibility for determining that adequate standards of instruction and advising exist, and improvement should be required of individuals who are not meeting these standards.

At University Park, large classes, dictated by financial realities, tend to induce a feeling of anonymity and automation on the part of students. Faculty members and teaching assistants should be alert to the difficulties that they and their students may encounter in large classes. Departments should screen all faculty members and graduate assistants involved in classroom instruction to confirm that they possess sufficient command of the English language. Orientation and training programs for all teaching assistants should be instituted to assure that they are not only knowledgeable in their fields but also have a command of basic teaching techniques and procedures.

At the Commonwealth Campuses, efforts must be made to provide instructors with some variety in teaching assignments whenever possible. It is the rare individual who can make the ninth section of the same course taught in the same year as vital and exciting as the first section taught that year. When televised and programmed courses are offered, they should be augmented by opportunities for individual sessions between students and instructors.

Participation in Decision Making

Because the University believes that students should be involved in formulating policies on issues of importance to them, it has been guided for a number of years by the following principle:

> . . . that individuals who are directly affected by decisions should have the opportunity to participate appropriately in making those decisions. In addition to this philosophic principle, increased student involvement in academic affairs will yield desirable benefits for the University both as an institution and as an academic community. . . . The basic unit with which a student is associated may be a department, college, Commonwealth Campus, or possibly an interdisciplinary program. As the home of its student majors, the academic unit provides the most apt location for substantial student involvement. At this level student involvement should be stimulated and provision made for student participation through whatever means a unit uses to develop and evaluate its program. . . . Student representatives, selected from academic organizations, should be chosen by the students themselves. . . . The principle of significant student involvement in the educational policy making of the academic unit in which a student is studying is complemented by appropriate inclusion in University bodies dealing with institutional policy (Penn State Student Handbook, 1979-80, pp. 53-4).

The most important and far-reaching results of student participation in decision making can be achieved at the department and campus level. It is there that students can participate in course and program development and in the evaluation of teaching, courses, and prospective faculty members.

The extent to which students and faculty members take advantage of the mechanisms available for participation in decision making varies widely. Students should have the opportunity to participate in making decisions that affect them at all levels of the University in the decade ahead. The obligation to participate, once assumed, brings with it responsibility to perform actively.

Concern for the Extracurricular Environment

The philosophical approach taken by any institution of higher learning toward its student body is an essential factor in determining the overall climate in the university community. The extracurricular, as well as the classroom environment at Penn State, should encourage creativity, intellectual growth and expression, and self-reliance. One of the University's main tasks is to help its students develop as responsible, mature individuals, ready to assume their responsibilities as citizens of the Commonwealth and nation.

A Penn State education is much more than a series of disconnected exposures to various academic disciplines with periodic examinations interspersed. Because the impact of the collegiate experience upon students is determined by the combination of an individual's instructional and out-of-class activities, the University should create an environment that is supportive of both the academic and personal development of students.

Recent studies at Penn State confirmed national findings that those students who live on campus have higher grade point averages and are less likely to drop out than those students living off campus. Because residential life is important to the development of students, the University should examine its residence policies to assure that the quality of residential life is uniformly excellent. Where possible, the University should incorporate the beneficial elements of on-campus participation into the lives of off-campus residents.

Commuting and Off-Campus Students

Penn State has great diversity in the off-campus housing patterns of its students. At University Park, 60 percent of the students live off campus in rental housing, fraternities, or at home, while about 90 percent of the Commonwealth Campus students live at home or in rental housing. Because part-time jobs, travel time, and general housekeeping and other responsibilities compete heavily for their out-of-class time, special attention should be given to the development of programs for students residing off-campus.

For off-campus students at University Park, involvement in recreational and cultural opportunities such as the Artists Series, the intramural program, the fraternity and sorority systems, the Free University, the performing music and theatre groups, and the campus radio station are valuable supplements to the formal component of their education and a means of integrating off-campus residents into campus life. The University should strive to preserve and enhance these elements of the off-campus student's total experience.

Many students choose to attend a Commonwealth Campus because of its proximity to their homes. The involvement of commuting students in on-campus recreational and cultural opportunities should be encouraged. Efforts should be made to schedule more cultural and social programs for these students at convenient times, e.g., programs should be offered during the day and on weekends and cooperation with existing community resources should be investigated as an adjunct to University services and programs. The provision of services and programs for off-campus students may be especially vital to maintaining campus enrollments.

Residence Hall Students

While students who live in residence halls have concerns and interests in common with those who do not, major issues exist in which only resident students principally are involved.

At University Park, housing both on- and off-campus has experienced an extremely high occupancy rate throughout the '70s. This crowded situation has permitted little flexibility to experiment with alternative on-campus configurations and has provided little opportunity to monitor the quality of off-campus facilities.

The need to replace the obsolete Nittany Halls and to house a greater number of freshmen as the mix of students at University Park changes in the decade ahead suggests that the availability of on-campus housing be reassessed at University Park. If need is demonstrated, planning for construction should begin soon.

The construction or renovation of residence halls, plus imaginative use of existing space, would provide an opportunity to experiment with different approaches to the size and type of living facilities, their structural configuration, and method of supervision. Living environments more in tune with the academic purposes of both the student and the University might be developed.

In recent years, the residence hall staffs have initiated a number of creative educational programs in response to annual surveys of student needs and interests. They have reached out to provide early identification and assistance to individual students with potentially debilitating problems. One such program in alcohol education will be offered in 1979-80 in cooperation with the Health Education faculty. Similar efforts should be continued and extended in the future.

In the University's residence halls, efforts should be made to create a positive feeling of solidarity and community among all students. Students should be encouraged to view the University, and especially the residence halls, as their home and to develop a sense of responsibility for what goes on around them. Research has shown that students will take the responsibility for policing their own ranks if given the opportunity and encouragement to do so. A change in attitude with an increased sense of common responsibility could be a major factor in cutting the incidence of vandalism, which has become an alarming trend at Penn State and throughout the nation.

Those students who wish to live in the residence halls on campuses other than University Park face a somewhat different set of problems. Seven of these campuses have residence halls, with three having one each. In addition, the campuses, because of their small size, cannot create a sufficiently diverse or extensive extracurricular program. In light of current fiscal constraints, all campuses should seek outside funding particularly from local sources to provide additional social, cultural, and educational programs beyond the classroom for resident and off-campus students alike.

A Diverse Student Population

In planning for the decade ahead, the Land-Grant university of the Commonwealth should continue to recruit a student body that reflects Pennsylvania's rich, pluralistic cultural heritage. While the University is more than just a sum of its parts, a discussion of the current special needs and interests of several distinct segments of the student population follows. Other groups may become evident during the course of the decade.

Ethnic and Racial Minority Students

The University has committed resources to develop community recruitment centers in Philadelphia and Pittsburgh, to ensure that each of its academic programs is open to minority students, and to provide extracurricular activities, counseling, and leadership opportunities especially for ethnic and racial minority students. For example, a Black Scholars Program was created to recognize academically talented black students, and the Educational Opportunity Program was designed to assist educationally disadvantaged students to complete their degrees. The Paul Robeson Cultural Center at University Park specifically arranges cultural and recreational activities for black students.

Efforts should be stepped up to provide encouragement and assistance to minority students through interaction with minority faculty members and alumni. The University should explore the possibility of student exchange programs with Pennsylvania's two predominantly black colleges and consider developing an industrial council to provide financial support and summer employment opportunities for minority students.

Educational and cultural programs for both undergraduate and graduate students should be strengthened in the decade ahead to promote a climate in which members of all racial and ethnic groups can contribute their distinctive richness to the University community while profiting from the educational opportunities available at Penn State.

Women Students

Women's participation in higher education nationally and particularly at Penn State has risen dramatically over the past decade. Although most women students are within the traditional 18- to 22-year-old age bracket, many enroll at Penn State after several years in the work force or as homemakers. Just as do their younger counterparts, returning women students at the graduate as well as the undergraduate level seek the knowledge and skills necessary to take advantage of the increasing opportunities open to them in society.

The University is committed to insuring that all academic programs are open to women and that resources are allocated to meet women's needs for extracurricular activities, counseling, and leadership opportunities. Penn State is a leading educational institution in precisely those career areas in which women have been underrepresented in society. In the decade ahead the University should increase its efforts to encourage women to enter its many scientific and professional programs. A women's studies nonmajor option also has been established to serve the interdisciplinary interests of women at both the undergraduate and graduate levels.

Research has shown that women students derive considerable personal and intellectual encouragement from interaction with women faculty members and alumnae. Through such efforts as women's studies and other special programs, the University should strive to promote contact between women students and women leaders on campus and in society.

Because women comprise the majority of participants in continuing education programs, those responsible at Penn State for planning these programs must remain sensitive to women's educational interests and alert to facilitating their participation.

Handicapped Students

The University is committed to ensuring access to all programs for academically qualified handicapped students. Program access includes more than facilities such as wheelchair ramps, elevators, readers for the blind, and interpreters for the deaf. Access also requires the elimination of unrealistic stereotypes and attitudes toward individuals with handicaps. A goal of the 1980s should be increased interaction among administrators, faculty members, and students in order to solve creatively the remaining barriers to full participation in University life.

International Students

The presence of international students offers the University community an opportunity for exposure to other cultures and life-styles. In recent years, the proportion of international students at Penn State has increased modestly, reaching 2.2 percent of the total population in the fall of 1978. A total of 85 percent of these students are in graduate programs primarily at University Park. Penn State is committed to providing education to qualified students from other nations, particularly those from the lesser developed countries of the world.

In the decade of the '80s, Penn State continually should assess and adapt academic and out-of-class programs to meet the challenging needs of students from other countries. The University should continue to provide quality information and assistance to international students and their families prior to and during their matriculation. Provisions also should be made for strengthening a wide variety of inter-cultural programs and activities based on constructive interaction among internationals, American students, and faculty members.

The development of the Intensive English Communication Program also should continue. Emphasis should be on a year around program that meets the needs of students seeking admission, as well as those already matriculated and experiencing some difficulty.

Nontraditional Students

In the years to come, nontraditional students--those who are older than the traditional 18- to 22-year-old college group--may form an increasingly important segment of the student population. If they are employed, college attendance can be only a part-time activity. Since nontraditional students seldom participate in student government, the concerns of older students, including veterans, often are ignored. Efforts should be made to facilitate their integration into the University community. Older students and veterans, who add greatly to the diversity and richness of the student body, have special needs which will require programs different from those of the traditional college-age students. The University should avoid thinking of students as a homogeneous group and should respect the maturity and integrity of all students.

Out-of-State Students

During the '80s, Penn State should increase the proportion of out-of-state undergraduate students while continuing to honor its historic commitment to serving all qualified Pennsylvania residents. Currently, out-of-state students comprise only about 6.5 percent of the undergraduate student body, a proportion which is low relative to other major universities. The proportion of out-of-state students at other Land-Grant universities range nationally from 5 to 40 percent. The greater diversity achieved by increasing enrollment of students from other states at all locations would enhance the learning experience of all students.

Graduate Students

The diversity among graduate students is as great as the diversity among undergraduates, yet this diversity is within a much smaller total population. The graduate student body includes all of the groups singled out above--minority groups, women, international students, handicapped students, nontraditional students. In addition to their needs and interests as members of these groups, graduate students have special problems and concerns. They are neither faculty members nor undergraduate students, although they share common roles with each. Many graduate students find themselves socially isolated. Graduate teaching assistants must juggle their own course work and research with the preparation and classtime needed to teach. In departments in which the graduate program is small, individual students may find they have little in common socially with the other students in the program; because their academic program is controlled by the department, they have little opportunity to meet others with whom they might be more socially compatible.

To address these problems, increased attention should be given to the individual needs of graduate students. Some students should be encouraged to utilize the sources of information and the social programs available throughout the University. In other cases, departments should be encouraged to provide opportunities in which faculty members and graduate students can interact on a more informal basis. Departments or colleges that have not already done so should institute orientation and training programs for beginning teaching assistants to acquaint them with accepted procedures and standards. Finally, provision should be made for graduate students to have access to University services over term breaks and vacation periods. The University should make every effort to provide an intellectually and culturally stimulating environment for graduate education.

Approach to Student Services

As with other University programs, the provision of student services should be evaluated according to the criteria of quality, need, and cost. The questions which underlie any discussion of student services include: What student services are truly essential to meet the need of the University to educate students outside the classroom and enhance their quality of life? What will be the needs of the students of the '80s, and how might student services be redirected to meet those needs? How will the University provide truly essential student services within the economic realities of the '80s?

In view of continuing pressures for expansion of student services, the economics involved in the provision of them must be considered. To date, the expense has been subsumed typically within the overall cost of education and, although use of the various services is optional, payment has not been treated as discretionary. As long as educational demand expanded, the economic impact of providing such services was not critical. Each was regarded as a fixed cost, with growing enrollments simply reducing the unit cost of existing services while also generating funds for establishing new ones. This no longer will be true in the '80s. Consideration must be given to evaluation of both existing and new activities.

Because of the escalating costs of higher education, some authorities have advocated separating the cost of various support services from those directly concerned with the educational mission of an institution. Under such an approach, the acceptance of certain services would become a discretionary expense by students. With the pluralism of student needs likely to expand, students would avail themselves only of those services they need on a fee-for-service basis. This fee-for-service-rendered approach is already in limited use, for example, at the Ritenour Health Center, where students are charged for prescriptions and rooms but not for the physician's examination. Extension of this principle to other services should be studied.

Conclusion

The student will continue to be the focal point of the University's concern at all levels. The concern for quality extends beyond the classroom into all aspects of the student's life. Understanding and interaction among thousands of students of diverse racial, ethnic, religious, and national heritage spur intellectual and personal growth. Current and new directions in student services will be evaluated in terms of minimizing the costs to students and enhancing the quality of their education and personal development.

CHAPTER VI

THE CHALLENGE OF THE 1980s: RESOURCE REQUIREMENTS

During the 1980s, the University intends to strengthen its position as the capstone of Pennsylvania's system of postsecondary education. Previous chapters have described the University's plans to enhance the quality of its teaching, research, and public service programs. This chapter will discuss the fiscal policies necessary to achieve these goals.

Escalating inflation has hurt the University seriously. Since 1972-73, while enrollment increased 12 percent, the real value of instructional expenditures per full-time-equivalent student dropped--from $2,059 in 1972-73 to $1,841 in 1978-79.[1] As a result, it has become necessary to reduce the number of academic and support personnel by eliminating many vacant positions, to reduce funds for supplies, services, and equipment, and to increase tuition. Faculty and staff members have been penalized because the University has been unable to increase salaries at a rate comparable to the rate of inflation. Of equal concern is a reduction of almost 20 percent in recent years in the real value of the University's research expenditures supported by University funds and state appropriations.

The fiscal policies of the 1980s should be designed to halt this decline in state support and restore a more adequate level of real resources per full-time-equivalent student and a more adequate level of research support on a University-wide basis. While Penn State will strive constantly for increased economies, it is not realistic to expect the University to continue to offset internally the substantial amounts needed to meet present and probable future rates of inflation.

Policy Variable Trade-Offs

Four major policy variables affect the real value of University resources: state appropriations, tuition, personnel compensation, and the number of personnel. It is not realistic to expect that any single variable, such as increases in state appropriations, will resolve the University's continuing cost-income squeeze. Consequently, the University will be required to make trade-offs among all four variables.

Table 10 illustrates the possible trade-offs among these policy variables. The information presented in this table is based upon a model which assumes a modest inflation rate of 7 percent and a cumulative enrollment decline of 18 percent in the 1980s.[2]

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[1] General Fund Instructional expenditures were deflated by the Implicit Price Deflator (IPD) with 1972-73 = 100. "Full-time-equivalent students" is an unweighted composite measure of total student enrollments.

[2] The assumed 7 percent inflation rate is used for illustrative purposes only. Over the ten-year period 1980-1989, a rate of 7 percent inflation may be realistic as an average. Estimates of the enrollment decline are based upon an approximate midpoint of the enrollment projections presented in Chapter III.

The major purpose of this table is to illustrate the impact of changes in these variables on the University's budget and personnel for a given (1981-82) fiscal year. For example, to maintain the real value of University resources, average compensation, student tuition, and state appropriations must all increase 7 percent, the assumed rate of inflation. Under these conditions, the University would experience a budget deficit of $2,628,000, as indicated in the cell formed by the third row and second column in Table 10-C. To eliminate over 70 percent of this deficit would require personnel reductions amounting to 73 positions.[3] If state appropriations were to increase to 9.0 percent, or 2.0 percentage points above the assumed inflationary rate, the budget deficit would be reduced to $234,000, requiring an elimination of 6 positions.[4] In this example, the trade-off is between a 2.0 percentage point difference in state appropriation increases and a reduction of 67 positions.

Obviously, increases in the state appropriation which are less than the rate of inflation constitute a serious problem for the University. For instance, a 5 percent increase in the state appropriation (and given the other assumptions in the preceding example) would produce a budget deficit of $5,023,000, as indicated in the cell formed by the second row and second column in Table 10-C. In this

Table 10

Trade-off Analysis for a Projected 1981-82 Fiscal Year: An Illustration

State Appropriation at 7%*

Average Compensation

Tuition	5%	6%	7%	8%
4.5%	($1514) (43)	(3185) (89)	(4856) (135)	(6527) (180)
7.0%	713 20	(957) (27)	(2628) (73)	(4299) (118)
9.5%	2946 83	1275 36	(395) (11)	(2067) (57)
12.0%	5175 146	3504 98	1833 51	(162) (4)

(A)

Tuition at 7%*

Average Compensation

State Appropriation	5%	6%	7%	8%
3.0%	($4076) (115)	(5746) (161)	(7417) (206)	(9088) (250)
5.0%	(1682) (48)	(3352) (94)	(5023) (140)	(6694) (184)
7.0%	713 20	(957) (27)	(2628) (73)	(4299) (118)
9.0%	3107 88	1437 40	(234) (6)	(1905) (52)

(B)

Average Compensation at 7%*

Tuition

State Appropriation	4.5%	7.0%	9.5%	12.0%
3.0%	($9645) (268)	(7417) (206)	(5184) (144)	(2956) (82)
5.0%	(7251) (201)	(5023) (140)	(2790) (77)	(562) (16)
7.0%	(4856) (135)	(2628) (73)	(395) (11)	1833 51
9.0%	(2462) (68)	(234) (6)	1999 56	4227 117

(C)

*Cell entries are divided into two parts. Above the diagonal is the budget surplus or (deficit) under the alternative set of assumptions. Below the diagonal are the number of positions that would be added or (deleted) to account for 70 percent of the budget surplus or (deficit). Dollars are presented in $1,000.

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[3] A reduction of 73 FTE positions includes both academic (standing, nonstanding, and graduate assistant) and other (administrator, staff, clerical, and technical service) personnel.

[4] Average personnel compensation cannot be computed by dividing figures in Table 10 because numbers of personnel are expressed in whole numbers.

situation, the University would be forced to close the projected budget deficit through some combination of additional increases in student tuition and personnel reductions, but in the long run it likely would have to be accomplished through selected discontinuance in administrative areas and academic programs.

These examples emphasize the current lack of flexibility in the University's cost structure. Personnel compensation constitutes over 70 percent of the University's general funds budget. The maintenance of essential services and student demand for academic programs within the University will require filling most vacancies that occur through normal personnel attrition. Other University resources are at least as fixed as its personnel costs. Because of the internal recycling since 1971-72, the elimination of the remaining 30 percent of a projected budget deficit in nonpersonnel areas would be extremely difficult.

Expenditure Policies

A number of qualitative issues need to be investigated in analyzing any policy alternatives that might be considered on the basis of the quantitative data in Table 10. Such an investigation will yield expenditure policies to guide the University's annual budget decisions through the 1980s.

Personnel Compensation

The core element in the University's academic program is the quality of its faculty and staff. Academic and staff salaries also constitute over 70 percent of the University's general funds budget. As indicated in Table 10-A, each one percent change in academic and staff salaries would cost or save the University $1.6 million, if other variables remain the same. Further, because salary increases in one year form the base for succeeding year salary increases, changes in this policy variable have a cumulative effect over time. This effect is pronounced if the personnel turnover rate is low.

Despite these substantial fiscal implications, the University should maintain salaries that are competitive with comparable universities and general labor market conditions in order to attract and retain the best faculty and staff members. Salaries should be adjusted to achieve equity and to reward meritorious performance in teaching, research, and public service.

Academic Personnel

The total number of University personnel constitutes an important policy variable for the 1980s. Two issues are involved in a discussion of the University's academic personnel. First, the total number of faculty members required must be considered in light of probable changes in enrollment. Second, the University will be concerned increasingly with the tradeoffs between program flexibility and the mix of nonstanding (fixed-term) and standing faculty appointments.

Historically, the University has not used student-faculty ratios in determining the number of faculty members needed. As a complex institution, there are substantial variations in these ratios according to the educational demands of different disciplines, course levels, and locations. The University should monitor its student-faculty ratios in order that a level of student-faculty interaction necessary for quality instructional programs be maintained.

In the 1980s, the University should review its policies concerning nonstanding academic appointments, i.e., commitments to persons for a fixed period, such as one year. In 1976-77, salaries for persons holding nonstanding academic appointments accounted for 18 percent of total academic salaries. By increasing the use of nonstanding faculty members, the University could enhance its ability to respond to shifting student enrollment preferences, while achieving cost savings in the form of lower salaries and fringe benefit expenditures.

The University should review continually the proportion of the total faculty holding nonstanding academic positions. Such reviews must balance the factor of increased flexibility against the impact of losses in the cohesiveness of departmental programs, the continuation of departmental standards, the quality of student advising, departmental research productivity, and service to the University.

Academic Calendar

Other aspects of the University's academic systems and organization also affect expenditures. The summer term, as currently constituted for example, instituted in response to student demands for access, was an effort to develop a more effective year-around instructional program. To assure that the summer term is responsive to the needs of students in the coming decade, summer term operations, organizational structure, and funding should be reexamined and changes made as the need becomes evident.

The summer term is, of course, only one of the four terms in Penn State's academic calendar. Since the adoption of the term system in the early '60s, the University has undertaken no less than five in-depth reassessments of the calendar. The calendar continues to be an important academic issue, but the attainment of consensus on the ideal calendar arrangement is unlikely. Alternative calendars should be examined in terms of their academic, organizational, and delivery effectiveness; impact on institutional flexibility and cooperation; and fiscal and compensatory considerations.

The calendar presently is set through the 1982-83 academic year. Because of the time required to implement any significant change in the calendar, a thorough review of the present system and alternatives should be initiated at an early date.

Academic Support Services

As resources shrink, the University should become more selective in the services required to support academic programs. Within the resources available, the University has a fundamental commitment to maintain and develop essential facilities and services. Foremost among these are libraries, computer services, and research and instructional equipment.

To be selective in the allocation of resources, it is necessary to recognize the differing relationships between support services and academic programs. Some are basic and university-wide, some are selective in their impact, and all have internal considerations which control their range and effectiveness. These differences must be taken into account when resources are allocated according to program priorities. Some support services, for example, must receive at least a minimum level of support to operate at all. The geographically dispersed nature of the University's activities should be recognized also. The University should ensure that available resources above these minimal levels are allocated to those program areas of highest priority. All support services should be reviewed periodically, as are academic programs, using quality, need, and cost criteria.

University Libraries. Access to information is a necessary condition of teaching and research. The University Libraries are in the process of adaptation to new methods of information handling and already have made significant advances in the application of computer technology. In the decade ahead, the Libraries will be confronted with major problems arising from continuing rapid increases in the amount of information to be stored, a higher rate of inflation for library materials, technology and societal change, and increasingly tight budgetary constraints. The University should continue to encourage and support innovation and should seek to reverse the decline in the purchasing power of the materials budgets of the University Libraries.

The University Libraries should continue to give attention to the allocation of their acquisition monies to those program areas of highest priority to the University. The Dean and the faculty members of the University Libraries should continue to work with the faculty members and administrators of the colleges and campuses to ensure that the Libraries' acquisitions and services support academic priorities. The information needs of the University which transcend those of individual academic programs should be identified by the Libraries.

Recognizing that library services extend beyond the acquisition of publications, the University should support the Libraries in meeting the new and different requirements resulting from national changes in information transfer and services and in ensuring the proper exploitation of the opportunities offered to the Libraries by automation.

The Libraries will need to be operated more than ever as a system to utilize fully scarce resources and share the benefits of technological change. The Libraries at University Park, Hershey, and Capitol will continue to serve the research needs of the University as a whole. The Libraries at other campus locations will continue to provide basic resources and services appropriate to the teaching and service functions of those locations.

Departmental support services. Much of the decline in the real value of resources has been felt in departmental budgets. Caught by the inflationary spiral, departments have tightened such nonsalary expenditures as the purchase of supplies and materials and telephone, postage, and travel expenses. In addition to reductions from the internal reallocation of funds, rising costs have eroded seriously the value of departmental resources. The University should improve the purchasing power of departmental budgets.

Deans and campus directors should develop procedures to ensure that support services are distributed in accordance with established priorities. For instance, deans, campus directors, and other academic administrators should examine the allocation of clerical positions in each college and on each campus, although care must be taken to ensure that comparisons are made between the same functional categories.

Information and records systems. The University needs to develop more efficient and effective methods and systems for its various internal administrative information needs at all locations. The University should take advantage of the current state of technology in information processing and apply it to its information needs in all academic administrative areas.

Records of University operations are essential for management purposes and as a chronicle of institutional policy and history. The University needs to develop more efficient and effective methods and systems for the control of its records. The University's vast quantities of paper records increase annually, causing problems of storage and access. The University has attempted to reduce storage problems by transferring records to microform. Occasionally, some records are destroyed without consideration for their multiple values. Many other information operations are performed in outmoded fashion, duplicated unnecessarily, or not done at all.

The University should survey its existing paper records and data bases, seek an objective evaluation of its current storage and information processing capabilities, survey those at similar institutions, and plan a comprehensive centrally coordinated information and records management program. This program should be designed to oversee the creation, storage, and disposition of records and information. It should take advantage of current technology in information processing and micrographics in all appropriate academic and administrative areas. The development of any new information systems should ensure that adequate security procedures are included for the protection of individual privacy.

Interactive computing. The University should give high priority to the development of an interactive computing capability for instructional, research, and administrative purposes. Availability of interactive computing facilities would allow implementation of many recent developments in computer-aided instruction and design. The University needs such capabilities so that students may be introduced to interactive systems and be prepared better to enter a variety of careers upon graduation. Accessibility to such facilities also would permit increases in administrative efficiency and effectiveness. Although Penn State currently has one of the most efficient and effective batch-oriented computational capabilities in the country, the current state-of-the-art in computing technology is rapidly developing in such fields as microprocessing, personal computing, and interactive communication, computing, and processing. Penn State should develop a comprehensive and coordinated computing environment which provides the user with a more intimate relationship with computational and information processing capabilities.

Equipment. The dual impact of inflation and advances in technology have compounded the University's problems in maintaining both instructional and research equipment. Much of the University's laboratory equipment is aging and becoming technologically obsolete. In addition, because of the increasingly large numbers of students who must be accommodated in instructional programs, some of the equipment is being overworked and wearing out more rapidly than in the past. The University should continue to review periodically its major equipment needs and develop a financing and allocation program to provide for regular replacement of and additions to its equipment inventory.

Other support services. In addition to the services discussed above, the University provides a wide variety of instructional support services, e.g., Listening-Learning Services, the Division of Instructional Services, and Audio-Visual Services. The scope and variety of these services precludes easy solutions to problems presented by each. The University should ensure, however, that all academic support services are reviewed periodically as to (1) their continuing need, (2) duplication, and (3) efficiency.

Internal Reallocations

The University's increasing selectivity in the 1980s will require the reallocation of funding, personnel, and space according to priorities. Qualitative growth should be achieved partly by reducing and eliminating low priority programs and the resources associated with them. Consequently, the University should develop more explicit policies for program discontinuance. An integral element of these policies should be a statement of University obligations toward faculty and staff members affected by program closure, e.g., retraining and transfer.

Income Policies

To finance and maintain quality programs, the University must receive substantially increased support from state appropriations, external contracts and grants, and private gifts. The annual level of state appropriations must be increased sufficiently at a minimum to keep pace with the rate of inflation. Other income resources also must be increased if only to maintain the current level of real resources per student. If the University is to enhance its real resources per student, however, increased financial support above the rate of inflation is necessary. During the 1980s, trade-offs between income and expenditure policies and a vigorous search for new sources of income will constitute the University's principal fiscal challenge.

State Appropriations

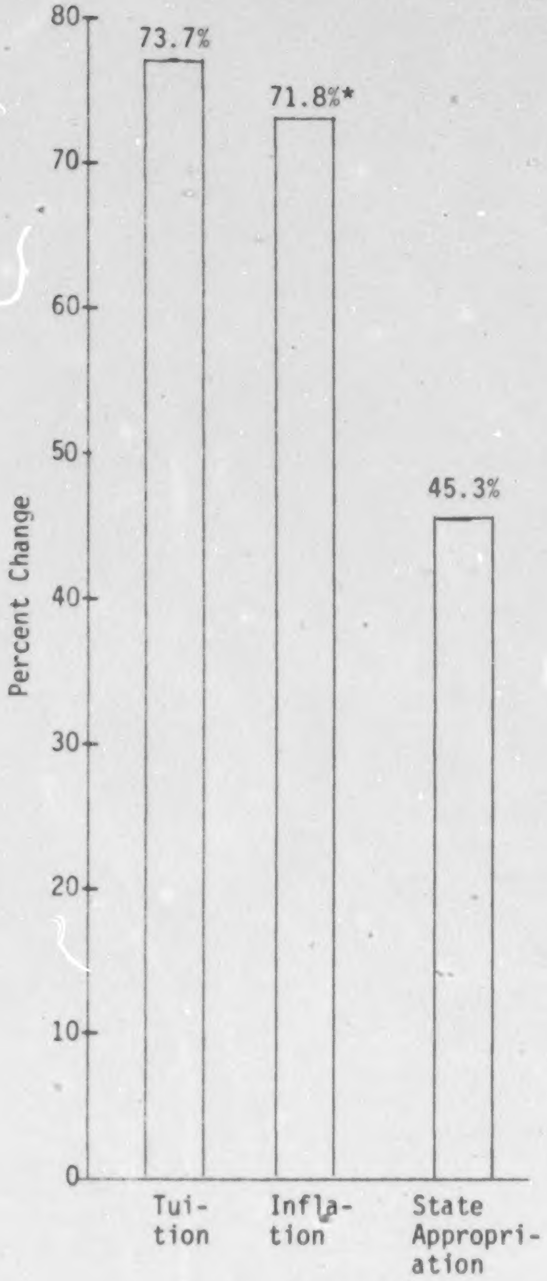
As shown in Figure 6, since 1972 inflation has increased approximately 72 percent while Penn State's appropriation from the Commonwealth has risen only 45.3 percent. In the same period, the University has found it necessary to increase tuition 73.7 percent. As a result, the fraction of the University's total budget supported from state funds has declined. In 1972-73, the appropriation represented 50.5 percent of the real resources per student expended by the University, while in 1978-79 this percentage had fallen to 47.8 percent.

If Pennsylvania is to preserve the vast resources of its major public, Land-Grant university, the Commonwealth should increase substantially its commitment to the University by a return to providing at least a 50 percent share of real expenditures per student. The University should make every effort to emphasize to Pennsylvania officials and to the public at large the contributions the University makes to the Commonwealth and the consequences of not providing this support.

One of these consequences has been the necessity to decrease substantially laboratory work in conjunction with lower-division science courses. This reduction deprives many students of participating in laboratory experimentation important to learning the fundamentals of science. A continuation of this trend would lead to a deterioration in student laboratory skills. As a result, the student's ability to compete for jobs may be handicapped and the manpower needs of the Commonwealth may not be satisfied fully.

Among the Commonwealth's benefits from its investment are the contributions made by the University's various research programs. An analysis of agricultural research funding, for example, has shown that the annual rate of return falls in the 30 to 60 percentage range, i.e., a dollar expended

Figure 6. Cumulative Percent Change in Tuition, Inflation, and State Appropriation (Percent Change Since 1972-73)



	Cumulative % Change in		
	Tuition	Inflation	Commonwealth Appropriation
1972-73	-	-	-
1973-74	5.3	5.8	5.4
1974-75	12.3	16.4	13.8
1975-76	28.1	27.2	24.2
1976-77	34.4	33.8	29.1
1977-78	51.8	41.3	29.1
1978-79	60.0	52.0	35.4
1979-80	73.7	71.8*	45.3

	Actual Dollar Amount	
	Tuition	Commonwealth Approp. (000)
1972-73	$ 855	$ 82 694
1973-74	900	87 159
1974-75	960	94 132
1975-76	1 095	102 708
1976-77	1 149	106 759
1977-78	1 298	106 759
1978-79	1 368	111 981
1979-80	1 485	120 118

*Based upon an estimated annual inflation rate of 13 percent.

*Based upon an estimated annual inflation rate of 13 percent.

for research pays for itself in two to three years.

Among Penn State's many public service activities, one of the best known is PENNTAP (Pennsylvania Technical Assistance Program). Between 1972 and 1978, PENNTAP's activities produced an estimated 22 million dollars in tangible and intangible benefits to the Commonwealth. In terms of a social rate of return, for every $1 of state revenues invested in PENNTAP, $28 were returned to the state's economy.

External Contracts and Grants

An important financial component in quality graduate and research programs is the support derived from external contracts and grants. Between 1972-73 and 1977-78, the real value of sponsored research funds obtained by faculty members had slipped modestly from $22.4 million to $21.9 million.[5] While this 2.2 percent decline is less than the national average and reflects the significant efforts of individual faculty members, different programs are attracting the research dollars.

Because contracts and grants result primarily from active solicitation by faculty members, the University should establish increased incentives to faculty members as suggested in the section on "Research" in Chapter II. Specifically, policies concerning the allocation of income from all sources, including the recovery of indirect costs, should be reviewed.

Private Gifts

In 1975-76, Penn State undertook a five-year campaign to double the dollar amount of private gifts to the University. This goal was achieved in the fourth year, as private gifts and grants reached $10.3 million. Emphasis during the first five-year campaign was on broadening the base of support. The potential for increased annual giving by the alumni is excellent. The University currently has more than 200,000 living alumni, almost half of whom have graduated within the past 10 years. The alumni are an invaluable resource to the University and must be kept well informed about the University's activities, programs, and needs. Administrators and faculty members should participate in the fund-raising process by stimulating interest among alumni and friends of the University.

A second five-year campaign is now being planned. Every effort should be made to continue to broaden the base of support. By 1985, the University should seek as a minimum to double again its level of support from private gifts. Furthermore, the University should reassess its overall fund-raising program. This effort should include a reexamination of staffing, organization, and priorities.

In its private fund raising, the University should give highest priority to raising funds for programs that can be funded only with private monies, e.g., endowed chairs, merit scholarships, and an enriched campus environment. Private giving can be combined effectively with general funds of the University; the Provost's Matching Fund for equipment is an example of this successful melding of forces. The Fund encourages departments and individual faculty members, working with the Office of Gifts and Endowments, to solicit support for the replacement of worn-out or technologically obsolete instructional and research equipment. Although most private gifts will continue to be donor-designated gifts for a special purpose, the University should seek to increase the level of undesignated contributions whenever possible.

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[5] These amounts do not include contracts and grants awarded primarily to The Milton S. Hershey Medical Center through the Public Health Service and the National Institutes of Health. This was a rapidly developing period for research at the Medical Center and not characteristic of the rest of the University.

Student Tuition

Penn State has not relied solely upon tuition increases to make up past differences between state appropriations and budgeted expenditures, nor should it do so in the future. Table 10-C illustrates the problem of any attempt to substitute income from student tuition and fees for state appropriation. If support from the Commonwealth continues to lag, however, students could be called upon to pay an increasing share of the costs of education.

Increases in tuition need to be considered within the context of University efforts to economize, to be more efficient, and to generate additional income from all sources. The students' proportionate share of the cost of education should be increased only when all other options open to the University have been exhausted.

Because federal and state policy seeks to achieve broad access to higher education through direct financial aid to lower and middle income students, some part of the impact of tuition increases on students and their families is reduced by expanding financial aid programs. Increases in student tuition should be coupled in the future, as they have been in the past, with a thorough review of University, state, and federal financial aid policies and practices. This review should ensure that all students apply for and receive that financial assistance for which they are eligible.

Policy to Increase Efficiency

As part of its strategy for adapting to the 1980s, the University should review policies that influence each of its various budget centers. In such a review, the central issue is: How can the operation of each budget center be enhanced to respond to the unique opportunities within its area and to strengthen the University as a whole? Three questions are critical to the resolution of this issue: (1) What is the nature of the problems confronting the budget center? (2) What type of leadership is expected? and (3) How is academic planning within the budget center linked to fiscal realities?

The University should examine the income-expenditure relationships for each academic unit. Such an examination would provide a comparison of the resources allocated to and the income generated by each unit. Because operating expenditures generally exceed directly attributable income, their difference constitutes a measure of the degree to which each unit is supported by general University funds. Such a measure indicates the "actual" level of general University support provided to each unit.

As an analytical and planning tool, this measure of "actual" resource allocation will be critical to decisions regarding the development of new programs, the consolidation of existing programs and colleges (as discussed in Chapter II), and the discontinuance of low priority programs. In each case, a measure of the extent to which a program or unit is or will be supported from general University funds is essential to the determination of University priorities. The use of such a tool does not preclude the University from attaching a high priority to a new or existing program which would require substantial allocations of general University resources.

The University should review continuously its policies affecting the efficiency of its operations. Specifically, those situations in which resources are consumed by a budget center but for which the center is not charged should be examined. Second, policies concerning the purchase of services from either internal or external agencies, on a competitive bidding basis, should be reconsidered. Third, University and state policies should be examined to determine under what conditions unspent funds can be carried over from one year to the next.

Capital Budget Planning

In a decade of contraction, acquisition of new facilities and equipment should depend on program priorities and changes. During the '80s, the primary emphasis of capital planning should be placed on the modification and renovation of existing facilities. At the same time, however, the University cannot ignore opportunities in which capital investment may result in major increases in academic excellence or in student enrollment.

Alterations or modifications to physical facilities also will be affected by the University's obligation to respond to federal and state regulations. The passage of Section 504 of the Rehabilitation Act of 1973 (PL98-112) requires the University to remove architectural barriers which interfere with free access by handicapped persons. Regulations regarding particulate emissions, sewage disposal, asbestos removal, elevator safety, and other building safety measures will need to be implemented also at great expense.

Four principles are suggested for the review of capital budget proposals. First, space recovery and reallocation should be studied carefully. In most situations, the modification of existing facilities will be less expensive than constructing new ones. Since this will involve buildings which must continue to be used for classes during alteration, the scheduling of renovations must be in line with academic priorities. On campuses which still lack adequate facilities, however, new buildings should be multipurpose in design to allow maximum flexibility and to serve better the local community.

Second, to offset the effects of deterioration due to age, the University should continue to keep its present facilities in good operating condition. Many of the facilities built between the late 1950s and the early 1970s, for example, will require major maintenance during the 1980s. With a capital program emphasis on renovation and remodeling rather than replacement or addition, major maintenance to existing facilities is essential.

Third, the financing of capital projects should not create an unnecessary additional burden on the University's general funds operating budget. The University should seek aggressively state and federal funds for needed renovations and alterations to modernize the University's facilities, and to meet alterations mandated by legislation or code modifications. Private gifts should be pursued vigorously to finance, wholly or in part, urgently needed new facilities or the modernization of those now existing. The use of loans, which add substantially to operating costs, should be evaluated carefully and used only as a last resort. An exception might be a loan to cover the cost of renovations that lead to energy savings, the documented payback of which would justify the loan.

Fourth, capital projects should help to keep the University's maintenance and operating costs at a minimum. Rising utility and labor costs require that the University consider first those capital projects that reduce rather than increase these expenses. As indicated in the October 1977 report of the Physical Facilities Planning and Review Committee, the containment of these costs requires the implementation of energy conservation measures and increasingly efficient maintenance procedures.

Maintaining high quality in instruction and research requires that the University's equipment be fully operational and contemporary. Whether alterations in physical plant entail new construction or modification of existing facilities, the replacement, maintenance, and updating of research and instructional equipment should be considered in all capital budget planning. Trade-offs between increasing maintenance costs and investment in new capital projects should be taken into account. Investment in new construction or eouipment may be cost effective when maintenance levels exceed the cost of replacement.

Conclusion

Because a decade of economizing has resulted in a more vulnerable University, the central objective in the University's financial planning during the 1980s should be to provide a more adequate level of real resources per student and for research. The general recommendations in this chapter are intended to provide guidance for the achievement of this objective.

In the future, the Commonwealth of Pennsylvania must revise its approach to supporting Penn State. While the University recognizes the myriad demands on the state's resources, increased investment by the Commonwealth in its Land-Grant institution is not only a sound but also a necessary public policy if Penn State and Pennsylvania are to realize increased benefits from their already productive partnership.

CHAPTER VII

THE AGENDA

The objective for this Perspective on the '80s is twofold: First, to provide a statement on the status of Penn State as the decade of the '70s closes, and, second, with this understanding, to provide initial directions in the '80s for the University to accomplish its objectives. Both the document and the process by which it was prepared serve to demonstrate the necessity of responsible stewardship of this institution's resources and concern for the needs of the Commonwealth and the nation.

For the future, Penn State has declared its intention to achieve excellence in all it chooses to pursue. The realization of the highest standards of quality will not be easy, and only by making difficult decisions of selectivity will excellence be attained. In striving for excellence in a period of uncertainty and rapid change, the University also must improve its flexibility. Alternative courses of action must be devised, and decision-making mechanisms must be refined so that changes may be made expeditiously and effectively to meet each new situation. If selectivity is exercised and flexibility is embraced in planning, then the University will emerge from the decade of the '80s a leaner, though healthier, institution.

Implementation

Within several months following adoption of this report in principle by the Board of Trustees, the President and Provost in consultation with the Faculty Advisory Committee and the Student Advisory Board will develop a program of implementation. Where appropriate, responsibility will be assigned to administrative officers, the University Faculty Senate, academic units, and committees for implementing specific recommendations, for conducting studies as needed, and for initiating discussions of the tentative proposals presented. Implementation also will be developed in concert with the University's five-year planning and budget process. As recommendations requiring Board of Trustees action are identified, they will be taken to the Board for consideration.

The implementation of any single recommendation cannot achieve the broader objectives. The attainment of these objectives is the responsibility of all members of the University community.

Monitoring Progress

The social and demographic perspectives which will affect Penn State during the 1980s are still evolving. Some of the stronger forces may not have their full impact until the middle of the decade. This document must be viewed as Agenda for Action. Consistent with its objective, the Agenda as well as the University must remain flexible. The success or failure of the Agenda should be judged not by measuring whether any one or two recommendations have been implemented, but by the University's adaptability to changing conditions and its success in fulfilling its basic missions. Redefinitions, reevaluation, and revisions, therefore, will be an ongoing process.

Accordingly, the University Council is charged with monitoring the implementation of the recommendations. The Council will explore the timeframe for implementing each recommendation and periodically will reexamine both the explicit and implicit assumptions and projections made herein with the responsible individuals or offices. In March of each year the Council will provide a progress report to the President of the University, who will report, in turn, to the Board of Trustees. The report of the University Council will be made available to the entire University community, through appropriate organizations, including the University Faculty Senate, student government, and administrative councils.

Summary of Recommendations

The objectives of quality, selectivity, and flexibility have provided the framework for analyzing the University's missions, projected enrollments, faculty and staff issues, student concerns, and financial resource needs. The recommendations which follow are summarized from the preceding chapters and are presented according to the objective each is meant to fulfill, rather than in the order in which each appeared in the text. Within each section, related recommendations are grouped together and page references to the discussion are in parentheses behind each recommendation.

The recommendations are not presented in priority order. The considerations necessary to address these recommendations will be ongoing throughout the University.

Recommendations

To maintain its position as Pennsylvania's capstone university, QUALITY must be the goal of all aspects of Penn State--leadership, faculty and staff members, students, and programs.

To Enhance QUALITY of Leadership and Decision Making, Penn State must:

1. Exercise creative academic leadership at all levels (46):
   a. Create a climate that fosters excellence (46);
   b. Develop a sensitivity to the needs of faculty members and students (46);
   c. Provide support and encouragement in career development of faculty and staff members (46);
   d. Provide for regular performance assessments of administrators (46).
2. Prepare academic leaders better for their roles (46):
   a. Institute an academic leadership development program (46);
   b. Expand the Provost's Fellow and similar programs (47);
   c. Expand opportunities to attend regional and national leadership development programs (46);
   d. Identify and develop women and minority group members for leadership positions (47).
3. Provide academic leaders the authority consistent with responsibility and high expectations (46):
   a. Hold leaders responsible for programs and budgets within their purview (46);
   b. Encourage department heads, deans, and campus directors to create a climate fostering program excellence (46);
4. Establish clearer channels of communication between faculty members and administrators (47-48).

5. Address issues, whenever practical, through existing rather than ad hoc committees and commissions (48).

6. Consult those affected by decisions, disclose criteria for decision making, describe the decision-making process, and provide opportunities for reactions after decisions are made (47-48, 52-53):

   a. Consider obligations to faculty members, students, and administrators affected by program closure (65);
   b. Provide appropriate consultation opportunities for Commonwealth Campus faculty members at department and college levels (47);
   c. Enhance consultation between faculty members and senior administrators through Senate Committees that parallel the administrative structure (47);
   d. Include student participation in reconsiderations of University general education requirements (51).

7. Strengthen joint governance mechanisms, while making more efficient and productive use of faculty time (48).

8. Encourage student involvement in course and program development and in the evaluation of teaching, courses, and prospective faculty members at the department and campus levels (52-53).

To Enhance QUALITY of Faculty and Professional Staff, Penn State must:

9. Provide evidence that a new faculty or staff member is the best person available and that the appointment represents a high priority for the mission of the unit (43).

10. Increase efforts to enhance the diversity of academic personnel by fulfilling the goals in the Affirmative Action Plan and by providing incentives to retain individuals following appointment

    a. Encourage women and minority group members to enter fields in which they are underrepresented

    b. Report each year the results of the affirmative action effort

    c. Expand the Affirmative Action Office relationship with all units undergoing searches for new personnel (43);

11. Assess continually the criteria and procedures for appointment and evaluation of faculty and staff members (43):

    a. Provide consistent and fair promotion and tenure review processes which stress excellence and due process which are sensitive to the persons being evaluated (45);
    b. Include peer review from both inside and outside the University (44).

12. Conduct regular performance assessments, reflective of the variety of assignments, of faculty and staff members during all stages of their careers (44):

    a. Devise incentives to assist department heads and campus directors in evaluating and encouraging academic effectiveness of all faculty members regardless of rank or tenure status (44);
    b. Review regularly the performance and workloads of all faculty members, including those with tenure or at the rank of associate professor or above (44);
    c. Inform faculty and staff members as explicitly as possible where they stand and what the future is likely to provide (44);
    d. Expect all faculty members to be

productive scholars; assess quality first in promotion and tenure decisions, but also consider the commitment of program and financial resources (44-45);

   e. Reflect the importance of involvement in leadership responsibilities in the reward system and encourage effective leadership performance (46);
   f. Encourage inter- and multi-disciplinary and interdepartmental research teams (49);
   g. Encourage and reward faculty members who obtain external research funding and build the reputation of the department, college, and University (42);
   h. Be sensitive in performance assessments to the additional roles that women and members of minority groups may be performing (47);

13. Devise means of evaluating and rewarding excellence in teaching, advising, research, and public service (12, 44).

14. Clarify through regular meetings between academic administrators and probationary faculty members in general and Commonwealth Campus faculty members in particular the weighting of evaluation criteria; the kinds of work required; and how a particular assignment fits into the overall mission of the unit (45).

15. Provide early, clear performance evaluations to junior and nontenured faculty members (42):

   a. Implement special efforts to assist junior faculty members as researchers and teachers by providing, whenever possible, seed money for research projects, time for concentrated study and writing, and the opportunity to collaborate with senior faculty members or in intercollege research programs (42);
   b. Assist probationary faculty members to assess realistically the likelihood of gaining tenure (45).

16. Make promotion decisions on clear criteria of excellence, including evidence of continuous superior performance and peer esteem, and not on seniority (45).

17. Pursue solutions to Commonwealth Campus academic and personnel issues (20).

18. Integrate research personnel into mainstream of faculty life (49).

19. Award compensation on the basis of merit (46, 61).

20. Develop strategies for keeping compensation competitive (45, 61).

21. Encourage professional development and vitality of faculty and staff members (41):

   a. Promote intellectual risk-taking and the vigorous exchange of ideas (42);
   b. Provide fiscal resources and encouragement to take advantage of professional development opportunities, such as sabbatical leaves (41);
   c. Develop such professional development programs as exchange programs, attendance at professional meetings, and experience in business and industry (41).

To Enhance QUALITY of Students, Penn State must:

22. Maintain current admissions standards to degree programs without reducing efforts to serve the total spectrum of students (35).

23. Direct recruitment efforts to improving the college participation rate of qualified students (35):

    a. Increase Penn State's proportion of highly qualified high school graduate applicants from Pennsylvania (35);
    b. Target recruitment at the upper admissions categories, within and outside Pennsylvania, without reducing commitment to all qualified Pennsylvanians (35);
    c. Encourage qualified transfer students to complete their education at Penn State and facilitate their successful transfer (36).

24. Recruit a student body reflective of Pennsylvania's rich, pluralistic cultural heritage (55):

    a. Establish new emphasis on recruiting out-of-state students, with particular attention to students from families of out-of-state alumni (35);
    b. Make high school students with special talents aware of the opportunities at Penn State in their fields (35);
    c. Improve recruitment and admissions of students from minority groups; maintain Philadelphia and Pittsburgh Community Centers (35).

25. Explore ways to improve the retention of students already enrolled, with particular attention to students at the critical point of movement from the Commonwealth Campuses to University Park (36).

26. Recruit aggressively quality graduate students (17):

    a. Strengthen the role of the Graduate School in assisting departments to recruit well-qualified graduate students, in utilizing recruitment data, and in preparing and disseminating information to prospective students (35);
    b. Keep graduate assistantship and fellowship stipends competitive with comparable universities (14);
    c. Enlarge graduate fellowship program to recruit distinguished graduate students (14);
    d. Obtain business and industry support for graduate education in those fields leading to business or industrial employment (14).

To Enhance QUALITY of Instructional Programs, Penn State must:

27. Recognize University's commitment through instruction to prepare Pennsylvanians to deal with future social and technological changes (11).

28. Encourage continued reassessment of the University's general education requirements (13):

    a. Pursue a dual goal of assessing a general education base for all programs, while providing maximum efficiency and student flexibility (13);
    b. Accommodate student flow (13);
    c. Permit students to explore new areas of interest (13);
    d. Guard against course proliferation (13).

29. Devote a major effort to strengthening graduate education (13).

30. Strengthen the relationship between research and instruction at both graduate and undergraduate levels (17).

31. Emphasize quality in all aspects of the teaching-learning process:

    a. Give high priority at the department and campus levels to the evaluation and improvement of teaching and advising (12);

b. Make available to faculty members and graduate assistants methods for identifying weaknesses and improving instructional techniques (12);

c. Improve overall quality of undergraduate instruction and advising; identify and improve programs that may have fallen below standards (17, 52);

d. Recognize the critical role of academic advising to the undergraduate experience (12, 52);

e. Augment televised and programmed courses with opportunities for individual sessions between instructors and students (52);

f. Provide a mix of large and small classes for students at every level; be alert to difficulties students encounter in large classes (52);

g. Screen all faculty members and graduate assistants to assure a sufficient command of English for effective classroom instruction (52);

h. Institute orientation and training programs for teaching assistants to assure they are knowledgeable in their fields and have a command of basic teaching techniques and procedures (52);

i. Whenever possible, provide instructors at Commonwealth Campuses with some variety in teaching assignments (52);

j. Improve the quality of information provided to academic advisors to sustain advising as a key role of faculty members (12, 52).

To Enhance QUALITY of Reserach Programs, Penn State must:

32. Take steps to preserve faculty time for research and advanced study in light of changing instructional demands (17).

33. Devise incentives to increase external support for research as a means of maintaining the University's research reputation (14, 18, 49, 67):

a. Encourage and aid faculty members in developing research proposals (14, 49);

b. Expand research initiation grants for idea and proposal development (14);

c. Solicit aggressively support for research from foundations and corporations (14);

d. Improve contact with federal and state agencies (14);

e. Improve cooperation between and among colleges, campuses, and intercollege research centers and institutes (14, 20-21);

f. Allocate institutional resources to renovate research facilities and replace deteriorating and outmoded research equipment (14, 69-70).

34. Review research fund allocation policies (67).

35. Seek private funding for endowed chairs (67).

36. Allocate funds for special efforts to initiate and stimulate interdisciplinary inquiry (49).

To Enhance QUALITY of Student Life, Penn State must:

37. Encourage creativity, intellectual growth and expression, and self-reliance in all students (53).

38. Enhance the relationship between the University's academic programs and student life (51):

a. Encourage involvement by faculty and staff members in student life beyond the classroom, such as serving as advisors to student organizations and participating in residence hall programming (53);

b. Expand educational and cultural programs for minority group students to assure success; explore possibility of exchange programs with two predominantly black institutions in Pennsylvania (55);

c. Ensure that all academic programs are open to women and minority group members and facilitate their participation through counseling and contact among women and minority students, faculty members, and alumni (55)

d. Integrate nontraditional students (older students and veterans) into the University Community (56);

e. Assess and adapt academic and nonacademic programs to meet the needs of international students, upgrade the quality of information provided, expand the Intensive English Communication Program, and increase interaction with "native" students and faculty members (56);

f. Increase efforts to provide handicapped students full participation in University life (56);

g. Be sensitive to special needs of graduate students, including information and social needs and services, orientation programs, and faculty-student interaction (57).

39. Assure quality in residential life (53):

   a. Continue and extend educational programming in residence halls (54);
   b. Identify and assist students with potentially debilitating problems (54);
   c. Support efforts to create a positive feeling of solidarity and community among students (54).

40. Enhance the total educational experience of off-campus students (53):

   a. Incorporate positive residential life elements into lives of off-campus students (53);
   b. Provide more flexible scheduling of cultural and social programs for Commonwealth Campus commuting students (54);
   c. Investigate possibilities for developing cooperative services and programs with the local community (54).

41. Evaluate existing and new student services (58).

To achieve quality in a period of declining resources, Penn State must SELECT among programs by setting priorities and by allocating resources accordingly.

To Effect SELECTIVITY by Setting Priorities, Penn State must:

42. Establish priorities among programs first at the department, campus, and college levels (10-11).

43. Use the five-year planning and budget process to establish University-wide priorities and to relate needs to resource allocation (11):

   a. Use results of existing program and administrative reviews in establishing priorities (11);
   b. Use a University-wide planning and budget committee with administrative, faculty, and student participation to recommend selected reviews as they are needed and to assist in establishing University-wide priorities (11);
   c. Consider interdisciplinary programs in developing University-wide and departmental priorities (11).

44. Base priorities for all programs and services on criteria of quality, need, and cost (10,57):

    a. For academic programs, also consider the program's availability at other Pennsylvania institutions (10);
    b. For consolidation and realignment of programs and units, also consider flexibility (49);
    c. For support services, also consider duplication and efficiency and the need to guarantee a minimal level of support to provide the service (62, 64-65).

To Effect SELECTIVITY by building on Strength, Penn State must:

45. Enhance those programs already of highest quality, those programs having the potential to excel, and those programs unique to the Commonwealth and nation (10).

46. Augment historic strengths in education for the professions (11).

47. Develop role of the basic disciplines (11, 22).

48. Identify those research areas in need of strengthening (14).

49. Emphasize and promote informal and formal continuing education programs (15, 38).

50. Emphasize vigorously in the recruitment of students the advantages of each Penn State campus (36).

To Effect SELECTIVITY by Examining Directions, Penn State must:

51. Redirect graduate programs leading to academic careers in part toward nonacademic careers (13).

52. Evaluate continuously the direction of Agricultural Experiment Station programs to achieve balance in basic and applied research (15).

53. Provide continuing education programs for mid-career retraining and professional updating (15).

54. Continue to evaluate the quality of all existing public services and allocate resources as necessary to accommodate new demands for services (16).

55. Enhance the distinctive character of each Commonwealth Campus to meet local needs by working with the campus advisory board (18).

56. Maintain and develop Behrend College lower-division offerings and programs to meet local demand, redirect baccalaureate degree programs toward business and other career-oriented programs, and limit graduate programs to those related to undergraduate emphasis (21).

57. Monitor progress of Behrend College's four-year mission through annual planning review (21).

58. Reevaluate Penn State's affiliation with the University Center in Harrisburg (22).

59. Improve Capitol Campus' linkage to the Commonwealth Campuses and the community colleges in the Harrisburg area (22).

60. Develop joint programs between The Milton S. Hershey Medical Center and the Capitol Campus (21, 22).

61. Develop new programs at Capitol Campus to serve the needs of the citizens in the state's capital and the needs of minority groups (22).

62. Reassess the Radnor Center's organization, programs, and leadership in 1982 and modify them as required (23).

63. Examine health manpower needs, student demand, and institutional capability to develop opportunities for health-related educational programs (24).

64. Consider development of extended degree programs unique to Penn State when an explicit unmet need emerges within a service area (13).

To Effect SELECTIVITY by Allocating Resources, Penn State must:

65. Assure that resources are allocated according to program priorities based on criteria of quality, need, and cost (10, 62-63).

66. Reflect mission and program priorities in the academic reward system (45).

67. Plan library acquisitions and services to meet priority program needs (63):

    a. Identify needs that transcend individual programs (63);
    b. Support needs to adapt to changes in information transfer and services and in responding to opportunities in automation (63).

To enhance its capacity to be selectively excellent and to respond to new opportunities, Penn State must extend its organizational, programmatic, and resource FLEXIBILITY.

To Enhance FLEXIBILITY of Organization, Penn State must:

68. Reassess relationships among administrative units and among academic programs within and between colleges; realign units and programs as appropriate (17).

69. Integrate the Commonwealth Campus system and Continuing Education into a single administrative unit (19).

70. Provide sufficient lead time to allow adequate consultation and realignment questions without delaying decisions unnecessarily; develop more explicit policies regarding program discontinuance (49, 65).

71. Establish an ongoing mechanism to examine general educational goals of the University (23):

    a. Create a new organizational focus to signal the University's commitment to provide health-related programs (24);
    b. Consider establishing a central office for international programs (24);
    c. Develop a new focus on energy-related problems (25);
    d. Find new ways to coordinate technology-related programs (25).

72. Provide each Commonwealth Campus the flexibility necessary to carry out its assigned mission and to serve local needs (19):

    a. Consider granting to campus faculties the authority to develop and offer associate degree and informal noncredit programs (19);
    b. Use continuing education staff to identify local program needs (19).

73. Consider forming regional consortia of Commonwealth Campuses (20).

74. Develop articulation between Behrend College and community colleges, the Commonwealth Campuses, and other two-year institutions as potential feeders to the Behrend baccalaureate programs (21).

75. Reexamine summer term operations, organizational structure, and funding (62).

76. Initiate review of the term system and of alternative calendars (62).

77. Evaluate current information processing capabilities:
    a. Survey existing paper records and automated data bases (64);
    b. Plan a comprehensive information and records management program (64).

78. Give high priority to development of interactive computing capability (64).

79. Review periodically major equipment needs and develop programs to provide for regular replacement of and additions to equipment inventory (64).

To Enhance FLEXIBILITY of Programs, Penn State must:

80. Monitor enrollment trends closely in the '80s (21, 30-31).

81. Increase avenues of cooperation:
    a. Explore possibility of providing programs through consortium arrangements with other Pennsylvania institutions (10);
    b. Establish instructional consortia in areas of high student demand (48);
    c. Experiment with ways to enable faculty members to participate in cooperative arrangements across geographic and disciplinary boundaries (48);
    d. Increase cooperation between the faculties of the College of Medicine and the colleges at University Park, the Commonwealth Campuses, and the Capitol Campus for medical research and to prepare health professionals (20, 22);
    e. Increase cooperation with professional associations and industry to provide continuing professional education (15);
    f. Increase interaction among faculty members involved in Cooperative Extension, resident instruction, and continuing education in the same geographic location and inform each of programs in the others (16).

82. Encourage and reward creative initiatives in continuing education, cooperative extension, and other public services (48).

83. Provide balance and perspective through current and additional interdisciplinary programs (13, 51).

84. Avoid inappropriate enrollment constraints on colleges by shifting resources to areas of high student demand (51).

85. Provide for student election of courses in each degree program (51).

86. Expand practical experience programs where appropriate but integrate them with theory components of the program (51).

To Enhance FLEXIBILITY of Faculty and Staff, Penn State must:

87. Recruit high quality faculty and staff members and reward excellence (48, 50):
    a. Consider in new faculty appointments the potential for adding vitality to the research enterprise consistent with the mission and needs of the academic unit (14);
    b. Improve ability to appoint, nurture, and reward the highest quality performance of faculty and staff members (50).

88. Encourage flexible appointments and contracts (43):

   a. Increase opportunities for joint appointments; faculty exchange with other institutions; and short-term leaves of absence (43);
   b. Provide fair treatment in assignment and compensation of nonstanding appointments (43);
   c. Allocate resources to permit colleges to make temporary appointments to meet unexpected demands and new opportunities (49);
   d. Consider total number of faculty members required in light of enrollment changes (61);
   e. Review the proportion of standing and nonstanding faculty positions; balance resource flexibility with program cohesiveness (62).

89. Identify areas for retraining tenured faculty members (42):

   a. Encourage and reward adaptations to the changing educational environment (41);
   b. Assist in the relocation and retraining of tenured faculty members whose programs have been reduced or phased out (49).

90. Increase the percentage of faculty members at University Park whose research is externally funded (48).

91. Continue the regionalization of Cooperative Extension and locate regional and area extension offices at Commonwealth Campuses where practical (16).

92. Experiment with various options and incentives for early retirement (44).

To Enhance FLEXIBILITY of Resources, Penn State must:

93. Restore the real resources per full-time equivalent student and for research (65, 70).

94. Maintain competitive salaries with other universities and with general market conditions (45, 61).

95. Ensure allocation of resources for academic support services to programs of highest priority, recognizing the minimum level of support required for some services to operate at all; review all services periodically (62).

96. Improve purchasing power of libraries' materials and departmental budgets (63).

97. Obtain additional resources:

   a. Increase the Commonwealth's commitment to Penn State to 50 percent of the cost per student (65);
   b. Recognize the critical role of campus advisory boards in monitoring and financially supporting student, program, and public relations needs for the campus service areas (18);
   c. Seek local support to provide additional social, cultural, and educational programs for Commonwealth Campuses (54);
   d. Encourage local community support for Behrend College (21).

98. Reassess the University's overall fund-raising program, including a reexamination of staffing, organization, and priorities (67):

   a. Double as a minimum the level of private giving by 1985 (67);
   b. Give high priority to raising monies for items which only private funding can provide, e.g., endowed chairs, merit scholar-

ships, and enriching the campus environment (67);
  - c. Increase the level of undesignated gifts, whenever possible (68);
  - d. Involve faculty members and administrators in fund-raising processes (67);
  - e. Increase information provided to alumni on University's activities, programs, and needs (67).

99. Increase the students' proportionate share of the cost of education only when all other resources have been exhausted (51, 68):

  - a. Maintain access at a reasonable cost to students while safeguarding quality (51);
  - b. Review financial aid programs and assure that eligible students apply for aid (68).

100. Develop contingency measures to support Cooperative Extension (16).

101. Study the feasibility of extending the fee-for-service approach to student services (58).

102. Provide efficiency incentives:

  - a. Review policies influencing budget centers (68);
  - b. Examine income-expenditure relationships for each academic unit as an analytic and planning tool (68).

103. Develop capital budget planning to:

  - a. Emphasize modification and renovations of existing facilities (69);
  - b. Respond to special funding opportunities (69);
  - c. Keep facilities and equipment in good operating condition (69, 70);
  - d. Minimize maintenance and operating costs (70);
  - e. Seek external (private, federal, and state) funding to modernize or alter facilities and to meet code modifications (69);
  - f. Minimize the use of loans for construction (70);
  - g. Consider replacement, maintenance, and updating of research and instructional equipment (70);
  - h. Take into account maintenance and new investment cost tradeoffs (70).

APPENDIX

Acknowledgements

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